Journal of Education.

NEW ENGLAND and NATIONAL.

Vol. XXVII. {Number 23. Whole No. 673.} Weekly. BOSTON & CHICAGO, THURSDAY, JUNE 7, 1888. Price. {$2.50 per year, in advance. Single copies, 6 cts.

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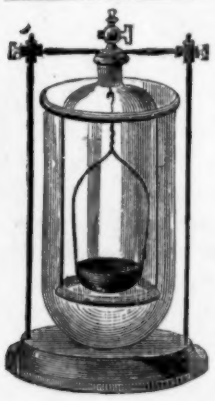

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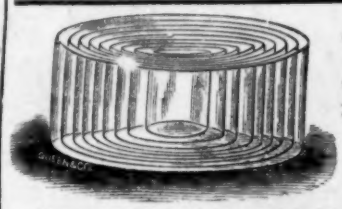

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Vol. XXVII. BOSTON AND CHICAGO, JUNE 7, 1888. No. 23.

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[Written for the JOURNAL.]

HEART OF THE ROSE.

BY FANNY HUNTINGTON RUNNELLS.

Who knows the inmost heart of the rose,
Treasure hidden of sun and dew?
Knows ere the wizard Junes unclose
Its magical meaning, who?
Ere the eager, lightsome wind doth woo,
And waft its fragrance,—heart of the rose,
Who knows?

Altho' in my heart thy beauty grows,
Purely, my Love, and still more true,
Not yet of thy deepest heart disclose,
Till I, of the longing view,
May wear thee worthily, without rue;
My June,—the fairest that Nature knows,
My Rose!

GRADUATION ESSAYS.

BY C. A. FRENCH, WALTHAM, MASS.

Dr. Crittenden, in one of his annual reports of the Brooklyn Collegiate Institute, speaks strongly and justly of the charge brought by parents that teachers overtax their pupils in the requirements made by the present course of study. The work of the college was lessened in deference to the outside demand, but Dr. Crittenden at the same time forcibly declared that *the parents* were chiefly responsible for the physical condition of their girls. While claiming that school demands were unduly heavy, they required from their daughters,—often against the taste and inclination of the children,—two or three hours' practice a day at the piano! Moreover, girls weary themselves, and render themselves unfit to perform school duties by going to parties, balls, theatres, operas, and other late entertainments. Now, no young lady is strong enough to practice music in the afternoon, prepare her lessons for the next day, sit up until midnight, and then appear in school early the following morning. Yet this is what the average parent allows his daughter to do. Is it just, under these circumstances, for the public to blame the school work exclusively for the fagged condition of the young lady graduate at the close of the summer term?

But there are two sides to the question. Teachers are also at fault in giving (in response to the demand of the public I must in justice to them add) undue attention to graduation exercises. At the time when scholars should have their thoughts focalized upon subjects whose importance they have never before so keenly realized, the attention is diverted by preparations for creditably appearing before the public. If parents are willing to have modest girls undergo the severe nervous strain which addressing a large audience from a platform unavoidably entails,—and I have had repeated proof that in our small cities the average parent is not only willing, but is positively dissatisfied if this prominence is not given to graduation exercises,—the question remains, How can the strain of preparation for the final ordeal be most effectually lessened?

Premising that the public desire graduation essays and recitations, the pupils may be relieved somewhat, and the final exercises be made a sample of average work done during the last year of school by pursuing the following course: Before entering on the year's work, let the teacher decide on the subjects for graduation essays, giving these subjects, including class prophecies and class chronicles, one by one, for the regular composition work through the year, have all the compositions each month read aloud before the class (the name of the writer withheld), and then require the *class* to select, *by vote*, one essay. The majority shall then decide on the work that shall represent the class on each subject at graduation. Further, let the valedictorian and salutatorian be chosen at the beginning of the last quarter, and require these pupils to begin their special work at once, allowing them to omit all other essay writing for the rest of the year.

By all means make the work as easy and natural for the pupils as it can honorably be made, but feel so strongly that it must be honest, personal work, that no pupil will be willing to deceive you or the public. *Your mental attitude will communicate itself to your pupils.*

*APPLIED PSYCHOLOGY.—(XXXII.)**

BY LARKIN DUNTON, LL.D.,
Head Master of the Boston Normal School.

METHODS OF PERCEPTION.
(Continued.)

The training of the perceptive faculties should by no means be confined to special lessons. The usual work of the schoolroom should be conducted in such a way as to produce as good effects upon the perceptive faculties as lessons on color, form, plants, animals, or minerals. Indeed, reading, music, writing, drawing, geography, and even arithmetic and spelling, have these advantages over lessons in natural science, that they present every-day opportunities for observation under the immediate direction of the teacher, and that they require but little special material and that easy to obtain. Let us, then, inquire into the methods of teaching some of these subjects so as to secure the best perceptive training and knowledge. We will begin with reading.

In learning to read there are three classes of things to be observed,—sounds, actions of the vocal organs, and written signs. The training of the pupils in these three kinds of observation is accomplished largely at the same time, but it is well to consider each kind of observation by itself.

Some idea of the method to be pursued in training the ear while teaching reading will be gained, if we set before us the final result to be reached. The pupil is to be able to distinguish words readily as he hears them, however closely they resemble one another. He must distinguish them as like and unlike in sounds; he must know their different inflections, as rising, falling, circumflex, monotone; the different qualities of tone with which they are spoken, as those indicating love or hate, and joy or sorrow; their differing degrees of force, as loud and soft; and also the different pitches upon which they are spoken. He must, furthermore, be able to resolve words into the elements of which they are composed, and to refer each elementary sound to the class of elements to which it belongs.

The following classification of sounds should, ultimately, be completely mastered: I. Aspirated sounds,—1. Those produced by a total closing of the organs of articulation; 2. Those made by a partial closing of the organs. II. Voiced sounds,—1. Sub-vocals: *a.* those made by a total closing of the organs of articulation; *b.* those made by a partial closing of the organs. 2. Vocals: *a.* compound; *b.* simple; (1) long, (2) short.

In order to produce this result special training of the ear is necessary; but, in accordance with the principle previously laid down, this training of the ear, and the careful observation of sounds required to effect this training should not be separated from all other work. At first sounds should be observed as the elements of spoken words. Almost immediately should come the making of the sounds by the pupils, both in combination, as in speaking words, and then separately, as in giving singly the elementary sounds observed in a word.

In close connection with the hearing and making of sounds should be the seeing of written words, and their resolution into their elements, the letters. The written words are, morever, to be known as the signs of the spoken words, and both, as signs of ideas.

As soon as the first word, both spoken and written, is analyzed, and the association of form with sound is fully made, so that the sight of the written word instantly calls up the idea of the spoken word, and so that each written element calls up the idea of the corresponding spoken element, the pupil should be set to the work of forming the letters as well as the sounds; and, as soon as a sufficient number of letters have been formed, they should be united into written words, and the corresponding sounds should be united into the spoken words, and these words, again, into sentences.

For a long time the hearing of spoken words, the seeing of written words, the analysis of written words, the analysis of spoken words, the making of letters, the speaking of elementary sounds, the synthesis of written letters, the synthesis of corresponding sounds, the uniting of written words into sentences, and the uniting of spoken words into sentences,—all these, together with a vivid representation of the ideas and thoughts for which the words stand, should be practiced in connection one with the other. The training of the ear to the perception of sounds is better secured in this way than by attempting to produce it through hearing alone.

By and by, however, comes the time when more special attention should be given to sounds as such. They should be classified, and the classes defined. The classification of sounds should proceed on precisely the same principle as the classification of forms; namely, by observation of individuals and by comparison. Suppose the object of the teacher is to teach the division of the elementary sounds into aspirates and voiced sounds. Let him give, for example, the sound of *s*; let the pupil make it, and decide how it is made. Then let the teacher make some voiced sound, *o*, for example, and let the pupil imitate, and decide how it is made. To help him in this decision let the teacher direct him to put his hand on his throat, so as to feel the vibrations of the vocal chords. Let the teacher name the one sound an aspirate, and the other a voiced sound.

In like manner let the pupil observe each elementary sound, and decide where and how it is made and to which class it belongs. He is then prepared to go a step farther, and define aspirate and voiced sound.

This is a type of the proper treatment of sounds in all cases where classification and definitions are to be taught; as, for example, the classification of voiced sounds into sub-vocals and vocals, or of vocals into simple and compound. It fixes the attention on the distinctive characteristics of each class, thus making possible the process of defining, and also sharpens and makes effective the power of hearing, as no processes of mere listening can do.

Here, again, is illustrated the truth that the observing faculties are best trained in connection with the training of the other faculties. The attention is first called to an individual sound; but that sound is soonest learned, so that it can always be recognized, by exercising the mind, not only in observing this particular sound, but also in all those processes involved in its proper classification. The outcome of the instruction is a knowledge of the elementary sounds of the language as composed of classes, genera, and species; and thus the mind is trained, not only to a habit of systematic observation, but also to a habit of scientific classification; and, finally, to a habit of logical defining. The result of such observation as is here described is an advance, both in habit and knowledge, toward the mental condition of a scientific thinker.

Pitch, quality of tone, force, and inflection, are to be taught, primarily, through hearing; but, even then, as signs of the ideas for which they stand. Soon, however,

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in connection with simple hearing, the pupil should be exercised in determining similarity and dissimiliarity; loud should be taught in connection with soft, high in contrast with low.

In close connection with this observation of sounds should come the observation of letters. Here, as in the other case, the observation of the forms of the letters and groups of letters is not to be disconnected from other mental activities. The letters are constantly to be observed as the signs of the corresponding sounds. So that when the sounds and their signs are thoroughly known, the association of sound and sign will be so firmly fixed that in most cases the pupil cannot see a group of letters without having them call up in his mind the corresponding group of sounds, and the reverse. The letters will then be classified according to the sounds for which they stand; and thus another advance will be made toward scientific thinking.

The same method of observation is to govern the teaching of vocal music. The subject-matter of the observation is the sounds of the scale. The different pitches, degrees of force, quality of tone, etc., are to be studied the same as the elementary sounds of speech. Then the notes are to be observed, but not so as to make the study of notes disconnected with their signification. The observing faculties are so much stimulated by the action of the other powers of the mind that a child will learn the forms of the different notes and rests much quicker if he is made to recognize their significance as signs of sounds than though kept solely to the observation of their forms.

Drawing furnishes an excellent opportunity for the training of the senses of sight and touch. Here the eye must perceive both what is to be drawn and the drawing itself. The commonest fault in teaching this subject is the allowing of hasty and imperfect work. When pupils are somewhat advanced, they should be required to work with the greatest possible care. If the pupil is drawing an ellipse, require him to correct every imperfection that he can see, and then to look till he can see others, and correct them.

In all the work of the schoolroom the senses are best trained by having them made the constant and obedient servants of thought.

GOSSIP ABOUT WORDS AND PEOPLE.

BY PAMELA Mc ARTHUR COLE.

It has been said that there is no hatred more bitter than that engendered by political feeling. This may be questioned by those familiar with the history of religious wars. Politics and religion, however, in great national strifes have often been united.

The term *Huguenot* is one of those many names which, given originally in contempt, have been accepted and at last used in respect and good faith. Many and various have been the theories concerning its derivation. Nothing is known with certainty,—but as probable as any is the suggestion that it was derived from the "hiding themselves in secret places and appearing only at night, like King Hugon, the hobgoblin of France."

The horrid insurrection in France called "La Jacquerie" took its name from "Jacques Bon-homme," a term applied in derision to the peasants. It has been asserted that a similar haughty feeling gave the prefix "Jack" to so many English words,—the roasting-jack, the jack-knife, jack-boots,—all articles of use and labor, not for ornament or beauty.

The common use of the word "guy," as applied to a ridiculous figure, owes its origin to the contempt cast upon the man whose name is especially associated with the Gunpowder Plot. When the letter said to have been received from an unknown hand, warning Lord Monteagle not to be present at the opening of Parliament, had alarmed the king and council, Guy Fawkes was the person discovered lurking beneath the Parliament House ready, at the risk of his own life, to fire the train which would insure the destruction of those whom his fanatical spirit considered his foes. He had been a soldier in the Spanish service, but returned to England in 1604, ready to take an active part in the plots of the disappointed Romanists, who, doubtless had good reason, from James himself, to expect toleration when he came to the English throne; not knowing then, what bitter experience soon taught them, the value of the royal promise.

The most cruel means were used to extort confession from those accused of any knowledge of the plot. James himself says "the rack was shown to Fawkes." The effect of the sight may be guessed from a comparison of the different signatures of the poor wretch, before and after his examination. But he was firm, and no torture could extort from him the names of his fellow conspirators till they had acknowledged their guilt by taking up arms. Salisbury (who is suspected of having assisted the plot with a view to ruin the English Romanists) called on the conspirators to admire "the moderation" of the king, who on this occasion had invented no new tortures.

The burning of Fawkes in effigy on the 5th of November, is an old custom, and was among the scanty stock of amusements brought by the early colonists from the mother-country. Though it was long the fashion to sing,

> "We know of no reason,
> Why gunpowder treason
> Should ever be forget,"

yet the 5th of November processions are passing away, and the English no longer give thanks on that day in church for the preservation of "Church and State from the secret contrivance and hellish malice of Popish conspirators," but every-day speech in which we record unwittingly many a bit of history, still calls an absurd looking figure a "guy."

An old print still preserves the portraits of Fawkes and his comrades,—determined-looking countenances with the huge mustaches, which introduced in the previous century, had added a new word to the English language, the Romanist being called a "bigot,"* whether bigoted in our present use of the word or not.

* "Bigote" is the Spanish for mustache and mustaches became fashionable in England after Mary Tudor's Spanish marriage.

UNIVERSITY EXTENSION.

BY MORRISON I. SWIFT.

It is encouraging to note the constant effort to extend the advantages, heretofore enjoyed by a few, to all classes, and to mark the many opportunities of a high order now offered to the poor free of expense. But this work is still in its infancy, and it is capable and deserving of wide expansion. In England and Scotland, under the name of University Extension, the results of university investigation in the form of lectures and conferences are presented to those who, for different reasons, are debarred from university privileges. This is a new and important method of popular education, and it must soon be adopted with us. We are never tired of saying that a self-governing people must possess unusual enlightenment; and yet the political, economic, and moral education of many of our citizens is totally insufficient for the most ordinary functions and duties. The average working man has but little time or energy for study that will supply these deficiencies. Whatever is to do him good must be presented with clearness and brevity and in a manner to excite interest. Lectures that are lucid and entertaining enough to possess some element of recreation will serve this purpose.

The first advantage of such lectures is that certain to accrue to the uneducated people. It would serve to make them more thoughtful, better citizens and more productive workers. Society at large must profit equally, for such instruction would regulate the blind and unsteady enthusiasm aroused by popular orators whose principal claim to the ear of the people is sympathy with their wrongs. Society has much need of such a balance wheel as this to-day.

The benefit most likely to be overlooked is that to be reaped by the educators themselves. It would take the college man out of an atmosphere that is often dangerously heavy and scholastically oppressive, into one that would be immensely tonic and vitalizing for him. It would, doubtless, keep him from some vagaries into which he unconsciously falls, and certainly it would help to dissipate a very injurious reserve and sensitiveness that students are apt to acquire from too steady intercourse with those of their own tastes and habits, and from too little contact with the vigorous realities of life and nature. At the same time what a practical experimental investigation it would be for students of social questions! Having examined the theory in classroom and library they would pass on to the laboratory.

One could predict with considerable certainty the forthcoming of a class of economists in whom the ethical elements of their subject would occupy a much larger place than is at present conceded to them, and without doubt this would be a fortunate alteration, for the most unmistakable teaching of experience is that what prevails in the end is always the ethical, whatever the devices established to take the place of it may have been.

Finally, it would be difficult to rate too highly the disciplinary value of this direct instruction of the people, to those whose chosen profession is teaching. Certain unfavorable comments are so often passed upon pedagogues that those of us who believe there is no more exalted pursuit are led to inquire anxiously what quantity of truth they contain. And even if it be against our will, we are forced to admit that there is some truth in these uncomplimentary observations. We cannot deny that most teachers encumber themselves with too much dignity, and succeed illy in getting to the heart of students in consequence of it. And yet it is unquestionably when teacher and pupil come into the full and final relation of unartificial and unconstrained personal intercourse that education goes on at its best. Now if this unfortunate constrainedness is caused, as some say it is, by the narrowness of a teacher's connection with life, by his exclusive contact with minds less grown than his, to whom his utterances are oracular and authoritative, let him assume this artificial relationship forewarned and disciplined, and perhaps the fatal pleasure of speaking downward will never spoil his labors, perhaps he will retain his naturalness and power to inspire. A man in the college or university looks at the world through spectacles, and it takes him a year or more to learn to conduct himself with perfect rationality in real life. But if he goes at once to teach he still looks through non-natural lenses and makes his faulty judgments inveterate. A few months with sturdy, unveneered, plain-speaking, substance-wishing men of physical toil would vaporize many dear delusions. A near acquaintance with uncompromising facts and persons wishing to know definitely what to do and resolved to do it, would be invaluable training to the man whose subsequent medium of action is the soft and purposeless receptivity of the average college student. It would be both a pedagogical and humanitarian study. It would teach him sincerity; it would show him what there is for educated men to do in the world. It would instruct him how to be plain, and direct, and simple, and forever tolerant; for it would let him into the secrets of human nature, laying bare its needs and defects and workings. The average teacher has had no experience with which to compare youths. He has not mingled and struggled with unprofessional men, or visited insane hospitals.

The value of this movement to society might be discoursed upon at great length. The educated man should lead society out of its prejudices toward breadth; he should therefore not become an aristocrat nor partial; he should affiliate with all classes. Nothing would lift and educate and encourage the people like this intercourse. The university is the product of all society; wage-workers have helped to create it, their disaffection would annihilate it; the artisan class has then a claim to its direct and intentional interest. A conduit must be formed between the university and the people which will give the latter the immediate benefit of progressive knowledge. The very act of establishing this relation between the working classes and the highest educators would be an immense stride toward mutual comprehension of classes and social harmony. I have already hinted at its value as helping to furnish truthful conceptions to economist and moralist. It is no less bad to sit in a study and theorize about the needs of an economic class without ever going among them than it would be to speculate about amputations without having seen a knife; also a morality to-day that does not take hold of actual situations and renovate real lives, that is not social and cannot improve the relations of social classes, is abortive and metempirical. But for this purpose it is needful to know society and classes intimately.

The "common people" have been neglected too long, and ample amends should be made. They cannot go to liberal education, hence enlightenment must go to them. But it will be long before the schools can do this necessary work, and perhaps they can never do it. This compels the invention of adequate methods, of which University Extension now seems one of the best.

*THE YELLOWSTONE PARK.**

A CLASS EXERCISE.

BY EMMA SHAW, PROVIDENCE.

To prepare for the exercise a map may be placed upon the board.

GEOGRAPHICAL.

School.—"Come forth into the light of things;
Let Nature be your teacher."—*Wordsworth.*

1. "I wrote the past in characters
Of rock, and fire the scroll."—*Emerson.*

2. The Yellowstone National Park lies mainly in northwestern Wyoming, including also narrow strips of southern Montana and eastern Idaho.

3. It has an area of fifty-five miles from east to west, and sixty-five from north to south, or about 3,575 square miles.

4. It is in the heart of the Rocky Mountains with the bold peaks of the Gallatin Range on the north, Snowy Mountain Range on the east, the main divide of the Rockies on the west, and Wind River Mountains on the south.

5. Within a radius of a few miles the three mighty rivers,—Missouri, Colorado, and Columbia rise.

School.— "The river knows the way to the sea;
Without a pilot it runs and falls,
Blessing all lands with its charity."
—*Emerson.*

6. Electric Peak and Mt. Hayden (nearly 14,000 feet) are the highest summits in the park, though four others are more than 10,000 feet high. Many of the lesser mountains are more interesting. Mt. Evarts bears the name of the lone wanderer who came near losing his life during his thirty-seven days' separation from his party in 1870.

HISTORICAL.

1. The earliest reference to the wonders of the Yellowstone is found in the stories of an old trapper (Colter) who accompanied Lewis and Clarke's expedition across the continent in 1805, and afterward spent a year with the Indians of this region. In 1810 he returned to Missouri and told of lakes of burning pitch, of land on fire, and boiling fountains, but no one creditd his statements.

2. In 1859 Captain Reynolds, of the U. S. Engineer Corps, with an exploring party tried in vain to enter the Yellowstone Basin.

3. Not until 1870 was an entrance made, and that was gained under General Washburn, of the U. S. Army, whose report led Congress to make an appropriation for an expedition in charge of Prof. F. V. Hayden, U. S. Geologist, and another under Lieutenant Barlow, of the U. S. Engineer Corps, whose reports to Congress gave the first detailed knowledge of this "region of wonder, terror, and delight."

4. Upon the report of Professor Hayden, Congress passed an act, Feb., 1872, "reserving and withdrawing this area from settlement, occupancy, or sale, under the laws of the United States, dedicating and setting it apart as a public park or pleasuring ground for the benefit and enjoyment of the people."

DESCRIPTION.

School.— "To me be Nature's volume broad displayed,
And to peruse its all-instructing page."
—*Thompson.*

—"With a child's undoubting wisdom look
On all these living pages of God's book."
—*Lowell.*

"Nature ever yields reward
To him who seeks and loves her best."
—*Barry Cornwall.*

1. The Mammoth Hot Springs have by their deposit built a hill 200 feet high, composed of step-like terraces. These steps are ornamented with a series of semi-circular basins with their margins beautifully scrolled. Over the rims of these basins the water gently pours until it finds its way into the reservoir below, repeating this till the bottom of the hill is reached where it finds its way to the river. Rows of stalactites of the brightest colors are formed by the dripping of the water over the margins of these basins. The brilliant coloring against a white background in the presence of the wonderful blue of the water makes a beautiful combination.

2. The Obsidian Cliffs are of volcanic glass and rise from Beaver Lake in an almost vertical column from 150 to 250 feet in height. This glass was much used by the Indians in making arrow-heads, weapons, and tools.

3. The Norris Geyser Basin is a collection of hot springs, pools, and geysers. The geyser is a kind of water volcano or spring of boiling water.

4. The Gibbon Paint-pot Basin contains several hundred boiling springs or pots of gurgling, splashing, and exploding mud, which are of every color and shade,—red, white, orange, blue, brown, and drab. This cañon is four miles long and at the mouth of the Gibbon River tumbles over precipitous rocks 160 feet, veiling the rocks in foaming silver.

5. Dr. Hayden's survey of the lower basin alone catalogued 710 springs and geysers.

School.—This is like a

—"crust of lava, through whose cinder-heat
The pulse of buried streams is felt to beat;
These, from the frequent fissures eddying white,
Sublimed to vapor, issue forth like light
Amidst the sulphury fumes that drear and dun
Poison the atmosphere and blind the sun."
—*Montgomery.*

6. The Prismatic Spring is deep blue in color, changing into green toward the edge. The shallow basin around it is orange and yellow. A brilliant red deposit, outside the rim, shades into purples, browns, and grays, all defined upon a ground of grayish white, which forms the mound upon which the spring is situated. Over this the water flows in every direction making a depth and richness of color which can not be exaggerated.

7. In the Upper Geyser Basin, which contains about four square miles, is the Firehole River, along whose course are the most powerful geysers in the world.

The Giantess is very irregular in its action, its period being about fourteen days. No warning is given the visitors, but it suddenly startles them by shooting a body of boiling water 250 feet into the air. It soon diminishes its height to 80 feet, and continues its activity, with brief intermissions, for from twelve to sixteen hours.

8. Old Faithful is so named from the regularity of its spouting. Its crater is on an elevation, made by the deposit from the water, about 20 feet above the common level, with a chimney-like crater about 5 feet higher. It throws the water about 125 feet into the air.

School.— The water often at first goes up in jets or by successive impulses, as if the firemen were letting the steam on by degrees, each jet going higher and still higher, when, after it has maintained its greatest altitude for a few moments, it descends in the same way until the force is spent. The last minute or so the eruption is entirely of steam.

9. The Castle, once the greatest geyser in the basin, and still the noisiest, has a mound forty feet in height. Every few minutes it throws little jets twenty feet upwards, but once a day sends a body of water one hundred feet into the air, and holds it there about thirty minutes, after which vast clouds of steam escape with a roar that can be heard for miles.

10. The Bee Hive is the most symmetrical in the basin, and about once a day projects 219 feet into the air a column of water in form the most graceful that can be imagined. It plays but eight minutes. By its side is a small vent, from which a jet of steam invariably shoots a few minutes before the eruption.

11. While the Upper Fall of the Yellowstone is not so large or so grand as the Lower, it is more beautiful. The river rushes rapidly between cliffs 300 feet high, narrowing its channel until at a width of 80 feet it drops 112 feet into a horse-shoe basin.

School.— —"the sun-bow's rays still arch
The torrent with the many hues of heaven,
And roll the sheeted silver's waving column
O'er the crag's headlong perpendicular." —*Byron.*

12. Yellowstone Lake is thus described: "Set like a gem in the center of this snow-rimmed crown of the continent is the loveliest body of fresh water on the globe, its dark-blue surface at an elevation greater than the loftiest mountains of the East, with an area of 300 square miles and a depth of 300 feet."

School.—
"Farewell to the mountains high-covered with snow;
Farewell to the straths and green valleys below;
Farewell to the forests and wild-hanging woods;
Farewell to the torrents and loud-pouring floods."—*Burns.*

* In order to make the exercise suitable for a limited number of pupils I have numbered under each heading,—geographical, historical, descriptive,—so that the same pupil can do triple service. If the school is large enough and the teacher desires, she can change the numbering so as to have a different pupil for each recitation.

Methods for the Schoolroom.

HISTORY NOTEBOOK.

THE history class must always be *alive.*

THE teacher is tempted to talk too much in this recitation.

TEACH the class to read Scott in connection with English history.

VIVID descriptions on the part of the pupils should be at a premium.

HISTORY is the lamp by whose light we explore the tombs of dead nations.

CONSULT Mr. Hayes's list of historical fiction in the JOURNAL'S special number, for the use of your history class.

GET all the authorities you can and all the class can on every subject of importance. Teach the pupils to weigh and compare the evidence of different authors.

IN teaching history don't forget your chance to divert the pupils from "story-books," to reading that means something, that is worth remembering and that can't be forgotten.

IT is better that pupils should fix a period and the principal events connected with it in their minds, than that they memorize a long list of disconnected occurrences, and the year in which each took place.

Do not over estimate the importance of the dates of events, or the ages of individuals. Do not underestimate the importance of a few strategic dates, however.

THERE is no other study equal to that of history, for "pointing a moral." The opportunities for discussing character and reading biography are so great that they may prove temptations which must sometimes be resisted.

ONE of the best volumes from which to have the history class read, one of the best indeed for any supplementary reading work, is Hezekiah Butterworth's *Songs of History.* It is good poetry, is thoroughly patriotic, deals with interesting incidents, is always entertaining.

COMPOSITION TEACHING.*

BY AGNES I. ROUNDS, CAMBRIDGE.

V.—DESCRIPTION IN THE GRAMMAR SCHOOL.

(Continued.)

The work of the sixth year should be essentially like that of the fifth, but the topics there treated may be dealt with more in detail, and the children ought to be more elaborate in their descriptions. They may here be taught to properly arrange paragraphs in the form of a composition, which the enlarged treatment of subjects described will render necessary. The topics that form the analysis of the subject to be written upon should indicate clearly the division into paragraphs, and not until children really understand why this division is necessary should they be required to make their own analysis.

At this point the complex sentence will need to be introduced, but unless the children take it readily, it is not wise to give much of the why and wherefore. By constant illustration, practice in writing, and correction, they will soon learn how to write sentences with the dependent clauses in their proper place. As the construction of sentences should now receive careful attention, the children ought to be made familiar with the terms, subject, predicate, object, phrase, and clause.

In the seventh year, while the description of persons, animals, and plants should be continued as before, a work may be commenced which requires careful observation, close thought, and concise, logical statement. This work is classification through observation of characteristics. The examination of plants with reference to comparing and noting characteristics is more practical, in most cases, than the examination of animals, though some teachers meet with great success in conducting such a search of the animal kingdom. "Bugs and butterflies" are a source of great delight to the young people when used in this way, and teachers have done wonders with them as a means of training.

The order of procedure indicated in the example given, of the study of plants, has been found adapted to pupils in the higher grammar grades. The selection of specimens must be judiciously made, however, choosing those plants whose characteristics are most easily seen. Through all this work children should be led, first, to observe; second, to compare; third, to generalize; and fourth, to record observation, comparison, generalization, as subject-matter for composition writing.

Thus in studying *Rosaceæ*, the class may be furnished with specimens of some flower belonging to suborder I. They should be led to observe the appearance and relative position of all the parts. Then other flowers of the same family may be observed, and compared with the one first studied. Finally, there should be a generalization as to those characteristics of the flowers which place them in the same suborder. This should be recorded in writing. Suborders II. and III. may be studied in the same manner. Then the pupils are ready for comparison of the suborders. Finding common characteristics, they note them, and generalize again as to the classification. This work of observation, classification, and generalization belongs of course to the department of science, and does not need here to be further described. But the record which is to furnish the subject-matter for a composition is the point of interest to the teacher of language. From it the topical analysis may be made out as for other compositions; and the children should be led to see how they may elaborate their bare facts into a pleasing account of the subject, while following necessarily, with all strictness, the truth and logic of the scientific record. Such work,

* Copyright, 1888.

properly conducted, will prove a severe test of ability, and a most excellent means of training children to write logically and concisely.

In all written work above the third year it is best to allow three lessons for each composition. Thus, the subject should first be developed and arranged by conversation, to which teacher and pupils both contribute, and by topical analysis, as has been explained. In the higher grades, the teacher should not make the whole of the analysis, and should occasionally require the pupils to do it entirely, each one for herself. This for the first lesson. The second lesson should be devoted to an oral recapitulation and to the writing in ink. The result of this work the teacher should carefully correct, not by revision, but by indicating the errors.

During the third lesson the children should correct their compositions, copying them most carefully. Those errors which involve facts already learned the pupils ought to correct without the teacher's help, and by reference to their notebooks, if memory fails. Those points where most of the class have been at fault, evidence a defective lesson on the part of the teacher, and she should make it good. It is an excellent plan for the teacher to keep the final copy of these compositions until the end of the year, when she makes up the bundle of evidence for the children to "take home," showing whether their progress has been up hill or down.

In the seventh year the complex sentence, which is practically introduced the year previous, should be carefully studied and, necessitated by this, the parts of speech, while the form of sentences, and of the composition, ought to be made the subject of constant criticism by teacher and pupils.

These suggestions for work in descriptive composition are practical, as has been proved; and any teacher who has no better plan will be amply repaid for her trouble in carrying out this one. It may appear tedious in the reading, but it will be interesting enough to the children when translated into lessons by a teacher who is earnest in her efforts to train them to write correctly.

A LANGUAGE LESSON.

BY L. R. KLEMM, PH. D., OHIO.

My daily rounds through the schools give me opportunities of observing the enormous difficulties the English language presents to school children. Numerous are the teachers who groan under the indistinctness of the term, "language lesson." When they teach geography, they know precisely what facts, or what department of that science to teach; neither is there any difficulty in arithmetic, nor in history. This is easily accounted for, if we consider that these latter named branches belong to those which offer *substance* of thought, while the language is the *garment* of thought. If we succeed in infusing more thought into our language lessons, we are likely to awaken more interest, and consequently gain better results.

I suggest this kind of an exercise as well fitted to awaken the desire for comparison. Every observant teacher knows that comparison and contrast are strong levers in the acquisition of knowledge. Put on the board this: *En, fy, ish, ize, ise*, denote "to make." Gladd*en*, hard*en*, mean to make glad, or hard; magn*ify*, satis*fy*, to make magnus or great, and so on; fin*ish*, embell*ish*; civil*ize*, pulver*ize*; critic*ise*, advert*ise*.

Put on the board: *Ance, ence, ity, ty, ment, ness, tude*, denote "being, state of being." Then let the pupils find words ending thus in their reader, geography, supplementary reading matter, history, arithmetic, grammar; in fact, everywhere. Ignor*ance*, vigil*ance*; abs*ence*, impud*ence*; abil*ity*, fertil*ity*; novel*ty*, loyal*ty*; excite*ment*, refine*ment*; bold*ness*, happi*ness*; grati*tude*, soli*tude*.

Put on the board: *Ful, ous, ose, y*, denote "full of." Merci*ful*, sin*ful*; danger*ous*, glori*ous*; joc*ose*, verb*ose*; dust*y*, juic*y*.

Put on the board: *An, ant, ent; ar, er, eer, or, ist*, denote "one who." Histori*an*, librari*an*; merch*ant*, serv*ant*; stud*ent*, presid*ent*; schol*ar*, begg*ar*; mak*er*, work*er*; auctione*er*, engine*er*; debt*or*, visit*or*; art*ist*, ocul*ist*.

It is a matter of experience with me that the pupils take great delight in searching through their reading matter for words of this kind. They then see that these words have a hidden meaning, that they are not dry shells, but fit garments of beautiful thoughts. Words thus acquired are retained in the memory and applied when an occasion is offered. These exercises have been in use in our schools and in Cincinnati for several years, and they are never without lasting results. The foregoing, as well as the following exercises, are copied verbally from a little pamphlet prepared by teachers in Cincinnati some four years ago.

Let the pupils construct sentences, using the following roots and derivatives; and let them tell the part of speech of each. Show them that many nouns may be changed to adjectives by the suffixes *ful, less, ous*, or *ish*, and that each adjective may be turned into a noun again by adding to it *ness*, or into an adverb by the addition of *ly*.

Art	ist	ful	fully	fulness
Law	yer	ful	fully	fulness
Fruit	y	ful	fully	fulness
Thought		ful	fully	fulness
Joy		ful	fully	fulness
		ous	ously	ousness
Child	hood	ish	ishly	ishness
Rogue	ry	ish	ishly	ishness
Grie(f)	ve	ous	ously	
Humor		ous	ously	

SUPPLEMENTARY READING.

This is the season of all others to devote to supplementary reading. There is always a time and a season for every good thing, a time when every effort tells vastly more than at any other time, and no single exercise counts for so much as supplementary readings from nature. The study of nature is a good thing, but reading nature through the eyes of John Burroughs or Thoreau, under the direction of a skilled teacher, is a good deal better; and when fifteen cents will purchase timely selections from either of these delightful essayists, they should be found in all our schools. The regular readers have been almost learned by heart; and as birds moult their feathers, as change is the order of the day in all vegetable and animal life, a change in readers, bringing something fresh and joyous into the schoolroom, is in order.

The danger at this season is that the weary teacher will be more exacting, and, if ever, fretful, the approach of the close of the term intensifying that tendency. Pupils are now beginning to be restless and languid, doing less in quantity and poorer quality of work, failing to respond to any attempt to goad them on. We have known many teachers to resort to a lively campaign in supplementary reading at this season of the year with admirable results. It is worth your while to try it in whatever grade you may be teaching, for happily the publishers have now supplied an abundance of the best material for every grade, from the first-reader class to the senior class in the high school.

GEOGRAPHICAL NOTEBOOK.

The leaves of most Australian trees hang vertically,—that is, the edges of the leaves are turned toward the ground.

Sydney's harbor is the finest in the world. Its only possible rivals are Rio Janeiro and Avatcha.

100° in the shade is the average daily temperature of the interior of the island continent.

The loftiest mountain peak is Mt. Townsend, not Mt. Kosciusko as has been supposed till very recently. (See Petermann's *ergaenzungsheft, nr.* 87.)

Three products of Australia stand unequalled,—wheat, wool, and gold.

Her avi-fauna exhibits a strange affinity with South African forms.

Government surveyors of New South Wales have measured eucalyptus trees that overtop, by one hundred and fifty feet, the tallest of California's famous redwoods. Fourteen men on horseback rode abreast through a hollow giant gum-tree, felled near Launceston, Tasmania, in December, 1885.

The jarrah (*eucalyptus marginata*) is the only wood known which can resist the attacks of the teredo.

Science has lately proved that the duckbill and the barramunda are in truth the startling monstrosities described by the negroids,—the one is an oviparous mammal, the other a land fish.

JOHN VAUGHN.

JUNE.

BY WILLIAM E. SHELDON, A. M.

MONTH OF ROSES.

"The summer time has come again,
With all its light and mirth,
And June leads on the laughing Hours
To bless the weary earth."

HISTORICAL.

In the old Latin or Alban calendar June consisted of twenty-six days; but Romulus gave it a complement of thirty days. Numa deprived it of one day, which Julius Cæsar restored to it, since which time it has remained undisturbed with thirty days.

Ovid claimed for Juno the honor of giving the name to this month, but standing as it did as the fourth month in the Roman calendar, it was, in fact, dedicated from "*Junoribus*"; that is, to the junior or inferior branch of the original legislation of Rome, as May was from "*Majoribus*," or to the superior branch.

CHARACTERISTICS OF JUNE.

This is the month of the greatest summer beauty, when the flowers are the richest in hue and profusion. The trees are also in their best and freshest garniture. The summer solstice takes place on the 21st of the month, when the sun reaches the most northerly point in the zodiac and enters the constellation of Cancer. For several days there is very little observable difference in the position of the sun, or in the hours of the rising and setting. In temperature, it ranks as the third month, generally, being exceeded in respect to heat by July and August only.

SUPERSTITIONS AND CUSTOMS.

The Romans considered it the most propitious season of the year for contracting matrimonial engagements, especially if the day chosen was that of the full moon, or the conjunction of the sun and moon. In the Middle Ages the people had recourse to all kinds of divinations, magical invocations, and other follies in connection with the question of marriage. On Whit Sunday the custom still prevails in St. Petersburg and in other parts of Russia of having a "Woman show," which is nothing more or less than a show of marriageable women or girls, with a view of obtaining husbands. This relic of a rude state of society has gradually declined in later years, under the influence of public opinion, which has been brought about by the example of other European nations. Many curious maxims and proverbs came into vogue in the east of England, such as,—

"Marry in Lent,
And you'll live to repent."

"Change the name, and not the letter,
Is a change for the worse, and not for the better."

That is, it was unlucky for a woman to mary a man whose surname began with the same letter as her own.

IMPORTANT EVENTS.

June 1, 1794, was called the "Glorious First of June," being the day when Lord Howe gained a fleet victory over the French in the English Channel. On the 3d day of June, 1814, the funeral of ex-Empress Josephine occurred in the church of Ruel, in France. John Howard Payne, author of the song, "Home, Sweet Home," was born in June, 1792. The annual inundation of the river Nile commences on the 15th of June. The Battle of Bunker Hill occurred on the 17th of June, 1775. The British generals were Howe, Clinton, and Burgoyne. The British won a victory, with a loss of 1,000 killed and wounded out of 3,000 engaged. The valor of the Americans,—having no bayonets,—was shown by their bravery in fighting with the butts of their muskets, and this day is still celebrated as one of the most glorious events of the "War of Independence." The battle of Waterloo commenced on the 18th of June, 1815. Napoleon was defeated. On the 22d of June, 1476, was fought the battle of Morab, in Switzerland, one of the most sanguinary battles on record, and Charles, Duke of Burgundy, was defeated. The celebrated "Order of the Garter," which European sovereigns are proud to accept, was instituted in June, 1348. On the 15th of June, 1775, George Washington was elected commander-in-chief of the American army, his salary fixed at five hundred dollars a month. He refused the salary and only accepted his actual expenses. Grover Cleveland married Miss Frances Folsom, June 2, 1886. The planet "Æthra" was discovered, June 13, 1873. The Magna Charta was signed, June 15, 1215. The British were repulsed at Fort Moultrie, Charleston, S. C., June 28, 1776. Burgoyne invaded New York, June 16, 1777. The British evacuated Philadelphia under General Clinton, June 18, 1778. Washington defeated Clinton at Monmouth, June 28, 1778. Kentucky was admitted into the Union, June 1, 1792; and Tennessee was admitted, June 1, 1796. A treaty of peace was concluded with Tripoli, June 3, 1805. "The seven days'" contest before Richmond, Va., occurred from June 25 to July 1, 1863. West Virginia was admitted to the Union, June 20, 1863. The "Kearsarge" sunk the "Alabama," June 19, 1864. Alaska was purchased from Russia for $7,200,000, June 20, 1867.

EMINENT PERSONS BORN IN JUNE.

(To be used by students in literature and for topics for biographical sketches.)

Nicolas Poussin, painter, 1st, 1594; Nicolas Le Fevre, 2d, 1544; Dr. James Hutton, geologist, founder of geology, 3d, 1726; Sir William C. Ross, artist, 3d, 1794; George III. of Great Britain, 4th, 1738; Socrates, Grecian philosopher, 6th, 468 B. C.; Adam Smith, political economist, 5th, 1723; Diego Velasquez, Spanish artist, 6th, 1599; Pierre Corneille, French dramatist, 6th, 1606; Rev. W. D. Conybeare, geologist, 7th, 1787; Robert Stevenson, engineer, 8th, 1772; Robert Schuman, musical composer, 8th, 1810; George Stephenson, engineer, 9th, 1781; John Howard Payne, dramatist, 9th, 1792; James Short, telescope maker, 10th, 1710; George Mather, poet, 11th, 1588; Rev. Charles Kingsley, novelist, 12th, 1819; Harriet Martineau, historian, etc., 12th, 1802; Dr. Thomas Arnold, teacher, 13th, 1795; Madame D'Arblay, English novelist, 13th, 1752; Thomas Pennant, naturalist, 14th, 1723; Edward, the Black Prince, 15th, 1330; Thomas Randolph, poet, 15th, 1605; Stelka Gerster, soprano singer, 16th, 1855; Edward I. of England, 16th, 1239; John Wesley, founder of Methodism, 17th,

1703; Andrew Crosse, electrician, 17th, 1784; James VI. of Scotland, 19th, 1566; Blaise Pascal, French religious writer, 19th, 1623; Anna Letitia Aikin (Mrs. Barbauld), 20th, 1743; Dr. Adam Ferguson, historian, 20th, 1723; Anthony Collins, author, 21st, 1676; Thomas Day, author of *Sandford and Merton*, 22d, 1748; Alexander Dumas, French novelist, 24th, 1803; Dr. Alexander Adam, eminent classical teacher, 24th, 1741; Josephine, Empress of the French, 24th, 1763; Sir John Ross, Arctic navigator, 24th, 1717; John Horne Tooke, author of the *Diversions of Purley*, 25th, 1736; Dr. Philip Doddridge, divine, 26th, 1702; Louis XII. (the Just) of France, 27th, 1462; Charles IX. of France, 27th, 1550; Charles XII. of Sweden, 27th, 1682; Rubens, artist, 28th, 1577; Jean Jacques Rousseau, 28th, 1712; Charles Mathews, comedian, 28th, 1776; Italo Campanini, eminent singer, 29th, 1846; Sir Henry Yelverton, eminent English judge, 29th, 1566; Rev. John Williams, the apostle of Polynesia, 24th, 1796.

EMINENT PERSONS WHO HAVE DIED IN JUNE.

Sir David Wilkie, artist, 1st, 1841; Christopher Marlowe, dramatist, 1st, 1593; William Harvey, discoverer of circulation of the blood, 3d, 1657; Marguerite, Countess of Blessington, novelist, 4th, 1849; M. A. Muret, classical commentator, 4th, 1585; Carl Maria Von Weber, musical composer, 5th, 1826; Jacques Badier, French sculptor, 5th, 1852; L. Giovanni Ariosto, Italian poet, 6th, 1533; Patrick Henry, American patriot, 6th, 1799; Jeremy Bentham, reformer, 6th, 1832; Robert Bruce, King of Scots, 7th, 1329; Frederick William III., King of Prussia, 7th, 1840; Andrew Jackson, 8th, 1845; Emperor Nero, 8th, 68 A. D.; Mohammed, 8th, 632; Edward, the Black Prince, 8th, 1376; Thomas Paine, 8th, 1809; Douglas Jerrold, humorous writer, 8th, 1857; Charles Dickens, 9th, 1870; Roger Bacon, 11th, 1294; Dugald Stewart, philosopher, 11th, 1828; Dr. Alexander Crombie, 11th, 1842; William Collins, poet, 12th, 1759; Dr. Thomas Arnold, eminent teacher, 12th, 1842: Sir Harry Vane, English patriot, 14th, 1662; Wat Tyler, insurgent, 15th, 1381; Thomas Campbell, poet, 15th, 1844; Joseph Addison, poet, 17th, 1719; William IV., King of Great Britain, 20th, 1837; Captain John Smith, colonizer of Virginia, 21st, 1631; Thales, Grecian philosopher, 21st, 546 B. C.; John Skelton, poet, 21st, 1529; Mathew Henry, 22d, 1724; Mark Akenside, poet, 23d, 1770; Catherine Macaulay (Mrs. Graham), historian, 23d, 1791; Vespasian, Emperor of Rome, 24th, 79 A. D; John Hampden, patriot, 24th, 1643; William Smellie, naturalist, 25th, 1795; Francisco Pizarro, 26th, 1541; Samuel Crompton, inventor of "The Mule" (spinning machine), 26th, 1827; John Murray, 27th, 1843: Henry Clay, 29th, 1852; Elizabeth Barrett Browning, poetess, 29th, 1861.

POLITICS THE END AND AIM OF EDUCATION.

[Declamation.]

"In the United States," says De Tocqueville, in his masterly account of American democracy, "*politics* are the end and aim of education; in Europe its principal object is to fit men for private life." The first branch of the antithesis is just and true, or ought to be so if it is not, but not as colored and qualified by the last. Politics are, or ought to be, the ultimate end and aim of all popular education in the United States, not party politics, not controversial, electioneering, office-seeking politics; not politics as distinguished from private life, as M. De Tocqueville would seem to distinguish them, but politics as including in one and the same comprehensive signification,—as in the vocabulary of a free country they do,—all the relations and obligations of the citizen to the state. There is no such thing in a free country as private life in the sense in which it seems here to have been used, and in the sense in which it is always understood in Europe. No man liveth to himself, even humanly speaking, in a republic. Every man has public duties. Every man is a public man. Every man holds offices; those of a juryman, a militia man, an elector. Or rather, every man holds one, high, sacred, all-embracing office, whose tenure is nothing less than life and whose duties are nothing less than the whole duties of life,—the office of a free citizen. The triple responsibilities which I have enumerated,—those of the polls, the training field, and the jury-box,—by no means exhaust the obligations of every free citizen to his country. . . . . The whole life and conversation, the whole character and conduct of every free citizen is reflected, and, as it were, represented in the administration of public affairs,—every thought, even, of every one going to make up that mighty current of Public Opinion which is nothing less than Law in its first reading. It is a peculiar and beautiful property of free government, —that it invests the humblest and most private virtues with a public interest and dignity, making society, as Mr. Burke has well expressed it, not only "a partnership in all science and in all art," but "in all virtue and in all perfection," and superinducing upon all ordinary motives to the practice of virtue something of high official obligation and lofty patriotic sanction. This very quality of patriotism,—what a new extension and comprehensive character has liberty imparted to it! No longer are its laurels appropriated to one or two limited lines of public service, but they are planted along the borders of every walk in life and lowered to the reach of the humblest hand. Not alone, under a free government, is he a patriot who marshals armies in the field to a successful onset upon some foreign assailant of the nation's liberties, not alone he who arrays arguments in the Senate chamber to a triumphant issue against some domestic destroyer of its prosperity and welfare. He, too, the most retired and humble citizen, who never lifted his arm in battle or his voice in council, but who neglecting none of the few direct political duties which the forms of a free government impose, has devoted himself to the discharge of the thousand indirect ones which the spirit of such a government implies, and its security and advancement imperatively demands,—who has combated his own passions, who has taken council of his own enlightened conscience, who has studied the art and practiced the exercise of an intelligent self-government,—he has acted a part, achieved a victory, afforded an example, which have no less patriotism and even more promise of perpetuity and progress to free government in them, than the most brilliant triumphs of the field or the forum.

—*R. C. Winthrop.*

OUR COLORED NORMAL AND ITS CONSEQUENCES.

BY ORA LANGHORNE.

As the season of teachers' institutes approaches, I am prompted to write of a colored institute which I attended last year at Lynchburg, Va., a city of 20,000 inhabitants. The commencement exercises of the colored schools were for the first time held in the Opera House, before a very large audience; and although they were mostly colored people in attendance, the number and quality of the white spectators were significant. Last year the colored high school had twenty-four members studying Latin and the higher English branches, and this year they have been put upon the same general program as the white high school.

Ten counties united in holding a six weeks' session of a colored normal institute, which was officered entirely by Virginia colored teachers, Professors Johnson, Hamlin, and Davis, with Mrs. Bowser of Richmond, being in charge of the institute. A cordial reception to the instructors and students was given at the Opera House, with an address of welcome by the Mayor.

The institute opened with about eighty pupils, the interest and numbers steadily increasing, until at its close there were 180 names on the list. Superintendent Glass of Lynchburg, and Dr. Buchanan, the state superintendent of public instruction, and several professional men of the town, lectured at the institute.

I had the privilege of giving a reception at my home to Professor Johnson, a teacher in Richmond, and his associate teachers. I found them not only interesting, but of refined and agreeable manners. They were a unit in opposition to mixed schools, and said that the colored people generally opposed them,—partly because of the prejudice among white people to the co-education of the races, but chiefly because the colored people think that only white teachers would be employed if the races were taught together. They have made such a struggle to secure colored teachers for the colored children that they are loth to give them up. There are few occupations open to educated colored people in the South, and in order to stimulate their people to secure higher education, there must be some lucrative opportunity for the employment of their talents; hence, the teachers, notably the leaders among them, cling tenaciously to separate schools.

The colored people of the city took great pride and pleasure in the normal institute, and lavished attentions upon the teachers. There were large audiences in attendance, especially upon the session devoted to literary exercises.

At the opening of the schools in the autumn there was an unprecedented number of colored pupils demanding instruction. Hitherto there have been many more white than colored children, though the school population of the races is about equal. Superintendent Glass thinks there was an increase of 200 colored pupils as a direct result of the educational stimulus of the institute.

NOTES AND QUERIES.

"JOHN IS IN THE GARDEN," AGAIN.

In discussing the construction of a particular grammatical element, any difference of opinion must arise either from a disagreement as to the general principles involved, or from a different understanding of the meaning and relations of the element in question. A difference arising from the first source may often be removed by a clear definition of terms. A difference due to the second source may resist all attempts to deal with it, since the meaning derived from a given passage is something subjective with each party.

In order to see just where the difference of opinion lies in the question before us, let me give as I understand them,—

1. The general underlying principles.

2. The meaning which the disputed passage conveys to my own mind.

First, to define the terms adjective and adverb.

An adjective is any word or combination of words which modifies (*i. e.*, changes or affects) the idea contained in a noun or its equivalent, either by making it more definite; *e. g.*, *this* man, or by adding to it a new idea,—*e. g.*, the *good* man.

An adverb is any word or combination of words which, in like manner, modifies the idea contained in a verb, an adjective, or another adverb.

If these definitions are accepted, the mere mechanical questions, Where? When? What? etc., fail to furnish a test for determining the grammatical value of an element. The only way to decide whether a given expression is an adjective or an adverb is to determine whether it modifies a noun or a verb, adjective or adverb. The form of an element,—whether word, phrase, or clause; and its intrinsic meaning,—whether place, time, quality, etc.,—are purely accidental in determining the part of speech. The phrase, "in the garden" may be an adjective, an adverb, or a noun.

The man in the garden is my friend (adj.).

The man works in the garden (adv.)

In the garden is a phrase (noun).

Further, the complement of the verb *to be* may be a word: He is *late*; a phrase: He is *behind time*; or a sentence: What the man asked was, "*Who will bring the mail?*" The relation of a word to other words in the sentence is the only means of determining the part of speech.

The case before us, therefore, resolves itself into the question: In the sentence, "John is in the garden," does the phrase "in the garden" affect the idea contained in the noun "John," or that contained in the verb "is"?

Before answering the question directly, let us take a few parallel examples:

The meeting will be *in the Baptist Church.*

The meeting will be *at Littleton.*

The meeting will be *to-morrow.*

The meeting will be *at three o'clock.*

The meeting will be *for the purpose of raising money.*

Each one of the italicized expressions is as much adjectival as the disputed phrase, "in the garden." Combining, we have the sentence, The meeting will be *at Littleton, in the Baptist Church, to-morrow, at three o'clock, for the purpose of raising money.* These phrases are all assumed to be adjectives. Yet with any other verb than *be*, they would be called adverbs. Is it true that, just as King Midas changed everything to gold at his touch, so the verb *be* has the power of changing all adverbs to adjectives?

But let us change the form of the sentence a little. "There will be a meeting *in the Baptist Church*," etc. These modifiers, even with the verb *be*, are now adverbial, since the verb *be* used with the expletive *there* is a verb of complete predication, and takes properly adverbial modifiers. Is there any difference, either in meaning or construction, between the two sentences, other than the construction of "*there*"?

Let us look at the question in another way. I think no one will deny that the verb *be* is a verb of complete predication (1) when it denotes existence; (2) when used with the expletive *there*.

To my claim that in the sentence "Cyprus is in the Mediterranean Sea," the verb is also complete, and equivalent to *is situated*, Mr. Ripley takes exception. This claim, therefore, I wish to justify and emphasize.

Man is a lazy animal. He will, as a rule, secure his ends with the least possible trouble to himself. Nowhere is the evidence of this trait more abundant than in language. Max Müller shows how 'm in *yes'm* has come from an original *mea domina*. Take the word *yes* itself. It is used instead of an affirmative sentence. The word has become a mere fag. The word so in "I told you so," "Is this so?" etc., has received similar usage.

In like manner the verb *be* has come to be used for other and fuller verb-forms, whose meaning we instinctively transfer to the substitute. The meeting *will be*, we say; we mean, The meeting *will be held*. Then follow modifiers, giving place, time, and purpose of holding it. This man is just from France; *i. e.*, has just come from France. Where are you now? (*i. e., are you living?*) I *am* in Boston. When *was* the Battle of Bunker Hill? (*i. e., did* it *occur?*) This hose *is* for watering the garden (*i. e., is used for*). He *is* with his father (*i. e., lives with*). Cyprus is in the Mediterranean Sea (*i. e., is situated in*). John *is* in the garden (*i. e.*, is located or situated there). In each of these, and a hundred other cases, the verb *be* is a verb of complete predication as a substitute for some other verb. It takes, accordingly, the modifiers of the verb for which it stands.

Mr. Ripley insists no more strongly than I, that "in the garden" defines,—*i. e.*, modifies,—the *position* of "John." We differ radically, however, as to where the idea of position is to be found. He makes it an attribute of "John," and locates it in the *noun*; I locate the idea in the *verb* "is." That *is* is here used in the primary sense of *existence* I do not claim. I do maintain that it has a fuller meaning than the mere colorless copula. It contains, besides, another idea, impliedly at least, which renders it a *complete* verb. This other idea is that of *position*. The verb *in* and *of itself* predicates *position* of "John." John is = John *is situated*, *is located*, *has position or place*. This idea of *position* thus predicated by *is*, is defined by the phrase "in the garden." The phrase is, therefore, *adverbial* and not *adjectival*, inasmuch as it modifies the idea contained in the *verb* "*is*," and not that contained in the *noun* "John."

Cushing Academy, Ashburnham, Mass. ALFRED H. EVANS.

ONLY ONE VOWEL.

In answer to a request that some one send sentences in which only one of the vowels shall be used, I send the enclosed:

A man ran past as fast as a stag.
He even shelled seeds.
Iris inhibits him.
Both to honor go.
Sun! stun us.

Lowell, Mass. A. B. C.

USE OF POSSESSIVE.

I should like to know which expression is correct, "some one's else book" or "some one else's book."

Whitney's Point, N. Y. F.

ANSWERS.

According to Reed & Kellogg the possessive sign should be placed immediately before the name of the thing possessed; the expression would be, then, "anybody else's."

Bottonville, Wis. A. D. B.

We would say "everybody else's," not "everybody's else." The possessive sign is placed before the name of the object possessed. There are some exceptions to this rule, but when the noun in the possessive case is modified by an adjective which follows it, or by a phrase, the rule holds good and the adjective stands between the noun in the possessive case and the possessive sign.

Florence, S. C. A. H. H.

FACTS.

INTERESTING DATES.

1180—Glass windows first used for light.
1236—Chimneys first put to houses.
1252—Lead pipes for carrying water.
1290—Tallow candles for light.
1299—Spectacles invented by an Italian.
1302—Paper first made from linen.
1341—Woolen cloth first made in England.
1410—Art of painting in oil.
1440—Art of printing from movable types.
1447—Watches first made in Germany.
1450—Variations in the compass first noticed.
1453—Pins first used in England.
1590—Telescope invented by Porta and Jansen.
1601—Tea first brought to Europe from China.
1603—Theater erected in England by Shakespeare.
1603—Thermometer invented by Sanctorius.
1609—Circulation of the blood discovered by Harvey.
1625—Bricks first made of any required size.
1626—Printing in colors invented.
1629—Newspapers first established.
1630—Shoe buckles first made.
1635—Wine made from grapes in England.
1639—Pendulum clocks invented.
1642—Sugar-cane cultivated in the West Indies.
1643—Barometer invented by Torricolli, in Italy.
1646—Air-guns invented.
1649—Steam engine invented.
1650—Bread first made without yeast.
1759—Cotton first planted in the United States.
1763—Fire engine invented.
1766—Steam engine improved by Watt.
1788—Stereotyping invented in Scotland.
1788—Animal magnetism discovered by Mesmer.

Journal of Education.

3 Somerset Street, Boston.

A. E. WINSHIP, Editor.
W. E. SHELDON, Manager of Advertising Dept.

Orville Brewer, 170 State Street, Chicago, is authorized to receive advertisements for THE JOURNAL and AMERICAN TEACHER for Chicago and vicinity.

All letters pertaining to the editorial and business management, and all communications for the pages of THE JOURNAL should be addressed to A. E. WINSHIP, Editor.

THE JOURNAL IS SENT TO SUBSCRIBERS UNTIL IT IS ORDERED STOPPED AND ALL ARREARAGES ARE PAID.

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BOSTON & CHICAGO, JUNE 7, 1888.

CARDS of invitation to school graduations were never so beautiful as this season.

IF pupils are inattentive, silence on the part of the teacher is the first requisite, and yet how many teachers take that time to talk!

THE eye is more effective than the voice in discipline, and yet teachers will storm in thunder tones, or shrill cyclonic utterances, when they have regal power in a look well-directed and steady.

THE recitation is no place for discussion of anything aside from the vital points in the lesson. Teachers who allow wandering arguments upon trivial or irrelevant points can not succeed in the best sense.

NEW ORLEANS has a Teachers' Benevolent Association, with a good bank account. The day is not far distant when all the large cities will have organizations of this kind, and the sooner it comes the better for the profession.

IN Rochester, upon the first floor of the large buildings, is a directory placed upon the wall that shows at a glance where each teacher is and what her grade is. It answers many questions that otherwise would take much of somebody's time.

SMITH COLLEGE, Northampton, Mass, has joined the list of colleges to introduce a course of lectures on pedagogy, Gen. T. J. Morgan, of the Rhode Island Normal School, having given such a series of professional lectures there recently.

THE school board of Bridgeport, Conn., has recently had a petition from Rev. Father D. J. Cremin asking the city to take his parochial school under its charge. He was granted leave to withdraw, and the proposition was declined on the ground that a similar request from a Protestant institution was declined a few years since.

THE Smead-Ruttan system of ventilation and sanitation is astonishing the schoolhouse-making fraternity. In Rochester the plumbers made a vigorous protest, but a special committee of seven physicians made every conceivable test, chemical and otherwise, and reported unanimously in favor of the system. We never saw any such results as by this system.

GEORGE W. CABLE says he has never seen a vacation except at a distance. There is such a thing as a vacation being too long unless it is skillfully used. Two weeks of absolute rest at the close of school and two weeks of equally absolute rest before school opens ought to be sufficient. No other class of workers has more. This would leave four or five weeks for a summer school, or special personal study.

WHILE we do not accept all the conclusions, we have seen no book that throws so much light to the square inch on educational work as *Habit in Education*, written by Paul Radestock, and translated from the German by F. A. Caspari. Tastes may differ, but we give this as our testimony. Entirely aside from the main argument, the flashes of light along hundreds of side avenues repay perusal many times over.

THE George Bruce Memorial Building, West 42d street, has a recently opened library for children, a branch of the New York free library system. The tables, chairs, lights, are all adapted to little folk. The attendance has been large and proves beyond a doubt that the privileges are appreciated, and that the children's library came none too soon. In addition to juvenile books there are puzzle pictures, games, object lessons, etc., for the younger ones. The young lady in attendance is in keeping with the place, adapted to her mission, and the little visitors are as well behaved, and profit by their privileges as much as the patrons of adult libraries.

THE Marquette School, Chicago (F. B. Williams, principal), has attracted much attention this season through a brilliant presentation of "Marquette Methods" of making a child see, think, and talk for himself.

Principal Williams has long had the reputation, as readers of the JOURNAL well know, of being a genius in the art of school management. It is a theory of his to have no memorizing, bnt to have the pupils use their own language and tell what they know in their own way. The root element in his work is to make pupils self-reliant. He has accomplished what is too rarely aimed at, not to say attained, in our day,—he makes the children think sharply, vigorously, analytically in every subject. As the Chicago *Inter-Ocean* well says: "If Colburn could have looked on Miss Pratt's blackboard, he would have thought he had gone into partnership with an art gallery." Principal Williams deals in the most vexing problems, but he has them illustrated graphically and rapidly.

INDUSTRIAL ART IN ENGLAND.

More than twenty years ago Charles G. Leland, author of *Practical Education*, wrote a little work on the *Minor Arts*. This was read by Mrs. Jebb, of Ellesmere, who was prompted largely by this reading to establish in Great Britain the Home Arts and Industries Association, which has now in addition to its central work in London more than two hundred schools or classes in successful operation. From this beginning the teaching of the minor arts of every kind has extended to the People's Palace for the Poor, to the East End Working Men's Clubs, and outward almost indefinitely.

SYRACUSE.

A variety of causes, not the least of which is the long and distinguished service of Supt. Edward Smith, has made this city famed for its educational institutions, methods, and men. C. W. Bardeen has done much toward making it well known by the admirable professional books issued, and his lively educational journal; and now Mr. Bacon is adding materially to the fame of the city through his attractive monthly, *The Academy;* while the university has developed strength with its growth, and fame with its development. The city has fine school buildings, and the teachers have come into their work with a spirit and training that fits them for choice professional labor. We have rarely seen four hundred teachers together to whom it was such a delight to speak, and more rarely have we visited sixty schoolrooms in any place and found so much that was new without being nerveless, so substantial without being conservative. We have more than two score ideas that will be written up for the readers of the JOURNAL and AMERICAN TEACHER. Our notebook is brimful of the best things from this fertile field.

DISCIPLINE.

The most difficult part of teaching is the discipline. A few teachers are born disciplinarians. Their quiet, firm, decided tone and look control the most disorderly class. It is in the woman, in her very being, and voices itself in every movement. Unfortunately the majority of teachers have not inherited these qualities of character, this power of eye, voice, and bearing. We are confident, however, that most teachers can by experience approximate this skill. A teacher recently said: "Government now gives me no trouble. I have even learned to give severe punishments when necessary in such a quiet, easy, calm way that my boys never get angry with me on account of it."

Important as is good discipline it is not the leading feature of the school. There cannot be a good school without good order, but the discipline may be perfect and the school not be a success. There is such a thing as too many rules, too perfect a system of requirements. Constant death like stillness in a schoolroom is unnatural, frequently cruel. Children should be quiet and orderly in their movements, but they must be allowed to move naturally. The great end in discipline is perfect, prompt, cheerful obedience at every moment. This should be attained for those minutes when no regulation applies, when no rule is laid down, when no command is given, and no request made. There is no disorder in a school when in spirit, pupils, even rude boys, obey the written and unwritten, the spoken and unspoken will of the teacher.

Such discipline is not only helpful to the school, and creditable to the teacher, but does a work for the pupils, for them as men and women of the future, for the world in which they are to live, for those with whom they are to be associated, that no words can estimate. W. M. F. Round, secretary of the Prison Association of New York, says: "The reduction of the criminal class is not to be brought about through the efforts of the police, nor the discipline of the prisons, but through the influence of the family, the school, and the church. In many of the so-called better classes, the parents do not insist upon obedience, but yield to the wishes of the boy so as to blunt all parental law. Even the baby must be compelled to obey, and if it dares defy the rules of the home, swift punishment must certainly follow in order to quicken the memory. It often happens that boys go to our reformatories and to prison when the fond and indulgent parents should be made to suffer the penalty of the law since they taught the boys that obedience was a trivial thing." Mr. Round calls upon all parents and teachers to save the children from disgrace by requiring from them prompt, unquestioning obedience. There is a vague and vicious tendency to belittle the virtue of obedience. Solomon was wiser than all moderns when he said, "He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes."

BOSTON LETTER.

Class day at the Institute of Technology this year was a highly interesting affair to the strangers in town as well as to the friends of the graduates. The glee club was at its best with renditions that pleased everybody. The class history by Mr. L. A. Ferguson, of this city, was good, and also the paper of the class statistician, Mr. Sydney Warren, of Newport, who made interesting notes of the average expense of the students living in the city, estimating it at $936; of those boarding at home, $427. The exercises of the twenty-first annual graduation, held in Huntington Hall, drew a very large and noteworthy audience, including many members of the corporation and faculty and guests, among whom were Rev. G. E. Ellis, D.D., and Mr. Justin Winsor. The degree of Bachelor of Science was conferred upon seventy-seven graduates, an event unprecedented in the annals of the institution. Twenty-one other names appeared on the program, six having pursued the course of study in the subsidiary department of mechanic arts, and fifteen, the majority of whom were ladies, having been students in the Lowell School of Design. Among the graduates completing a regular course were two young ladies and a young Japanese. The whole was most suitably climaxed by Rev. Phillips Brooks, of Boston, in a characteristic address on "Character as a necessary concomitant of meritorious work in all departments of human activity."

* * *

Heat, water, and light for the city schools the last fiscal year cost $71,133 which is 25 per cent. larger than for many previous years, owing doubtless to the increased cost of coal.——There were 41,307 city books used by the high school, costing $32,289; 186,419 used in the grammar schools, costing $93,099; 56,471 used in the primary schools, costing $11,882; 8,090 in the evening schools, costing $3,200. The number of pupils owning books and using them in school is very small and gradually diminishing.

* * *

The English High School annual prize drill this year attracted a large company of enthusiastically admiring friends, and made a

brilliant display of high art in military tactics. Gen. Hobart Moore has reason to congratulate himself upon the skill and spirit of his boys. The drills of the other school battalions were none the less creditable to the General, and were thoroughly enjoyed and warmly commended by audiences as appreciative as those which honored the other division.

* * *

Rev. Dr. J. T. Duryea, pastor of the Central Church, is the busiest man in the city, probably, adding to a large parish the duties of lecturer on Psychology in Dr. Curry's School of Expression, where he does grand work; lecturer on Political Economy in Boston University, where he has done the most distinguished work in that subject that has been known hereabouts; lecturer at Wellesley College; member of the Boston School Board, etc.

* * *

The school children of Somerville furnished the vocal music for Memorial Day.——Dr. Tourjée, of the New England Conservatory of Music, is arranging a trip to Europe for a party, and will be gone all summer. It is hoped that this journey will bring back to him the health which his many friends so much wish to see him enjoy.——In establishing a city training school, Lowell shows her appreciation of Boston methods.——Mr. W. B. Clarke will conduct the book business of Clarke & Carruth hereafter, Mr. H. S. Carruth having retired. ——The week has been one of special interest to military men, owing to the reception and parade of the Ancient and Honorables, who have been entertaining a delegation of the Old Guards of New York and of the Honorable Artillery of London.——A class in science composed of twenty high school teachers representing Boston, Bridgewater, Brockton, Quincy, Cambridge, and Newton, under the charge of Mr. George H. Barton, of the Institute of Technology, enjoyed most thoroughly a trip to Bolton made one day this week for the purpose of investigating the mineral products of that region.——The "occupation and broom drill" was an interesting feature of the closing exercises at the Harvard Street Industrial school. —— Nothing more gratifying in the way of school news has come to me this week than the reports of the congratulations and remembrances tendered Miss Catharine T. Simonds by the Franklin School Association and many friends on the occasion of her having completed fifty years of faithful service in the Franklin School. Among the numerous gifts and tokens of love was a purse of $250 in gold.——If one can judge from the program that has been prepared under the direction of Mr. Julius Eichberg, the recital of the Boston Conservatory of Music to be given in Tremont Temple next Saturday afternoon will be an unusually brilliant affair.

MASSACHUSETTS SCHOOLS.

WORK OF THE LEGISLATURE—FINAL TRIUMPH OF THE EFFORT IN FAVOR OF THE SCHOOLS OF THE POOR TOWNS.

STATE HOUSE, Boston, May 31.

The legislature was prorogued late in the evening of May 29, and one of the most important matters of the session was not settled till the forenoon of that day. That matter was the appropriation of $40,000 to be used to aid in the support of the common schools in the small towns. Almost as late in the session was that other important matter, the bill to provide a system of superintendence for the small towns. Both of these matters were strongly opposed, and both owed their final success to the efforts of the Board of Education. For years it has been a great desire of the state board, especially of Mr. Dickinson, the secretary, to do something to overcome the sluggishness of the educational current in the districts remote from the large centers, and to stimulate a keener pursuit of the best form of common school education. But the conservatism of the small towns has been remarkable and, to put it very mildly, it has also been unreasonable. The bill for school superintendents was only a permissive bill, and no one ever proposed to make it compulsory. If the towns do not wish to employ superintendents, either alone or in connection with neighboring towns, there is no authority to compel them to do so. Yet those representatives of the towns which were said to be opposed to the system of superintence were not willing that the towns which were in favor of it should have an opportunity to do what they were convinced would be for their great advantage.

To the disinterested spectator it has been exactly the position of the dog in the manger, yet that position has been able to hold its own until this year, and it was only by the most persistent and united efforts that the dog was at last hustled out, and those who had a right to the manger given access to it. Nor is it sure that the dog will not have to be kicked away next year before he understands that he will not be tolerated standing in the food of those for whom it is intended and for whom it is exceedingly nutritious. One cause of the success of the bill this year is no doubt the better organization of its friends. Through the efforts of the Board of Education, expressions on this point were obtained from a large number of school committees and by far the larger proportion of these were in favor of the system of superintendence. This was a cogent argument with the legislature, and the opponents of the bill could not answer, except to say that the matter had been lobbied through by the Board of Education, especially its secretary. But any member of sense knew that it was not only perfectly proper to get the opinion of the school committees, but that it was just the thing to do to show the judgment of the educational experts of the state and that really the secretary ought to have much credit for his sound sense in meeting the opposition at the very point where it boasted that it was strongest, but was really the weakest. The features of the law are not new. In brief, it allows towns with not more than fifty schools and not less than thirty, to unite in the employment of a superintendent. When the towns shall have raised $750 for the superintendent, then the state will give the district $1,000 half of which is to be given the superintendent and half to the teachers of the towns. This permits a salary of $1,250 to be paid to the superintendendent and gives an inappreciable amount to each teacher. The provision in regard to the teachers was not in the bill at first, but its friends thought it was better to accept a hostile amendment of minor importance than to take further risk.

The appropriation of $40,000 is what was left of the attempt of the Board to secure the passage of a law for the levying of a half-mill tax for the purpose of establishing a fund whose income should be used for the benefit of the common schools. But that tax would have amounted to $966,000, and a sum as large as that is very formidable to the legislators and to the men who have to pay the taxes. But the justice of the cause was evident, and it was also clear that something must be done for the schools in the towns which are taxing themselves far higher for school purposes than the cities and large towns are, but yet which are able to realize only a very inferior grade of schools. So the resolve for $40,000 was accepted as a compromise, for that is about what the interest of the desired fund would be if it were established. But the legislature found that it was face to face with the same difficulties which have perplexed the Board of Education in devising some equitable way of dividing the money. Finally, the grant was coupled with these conditions: That it should be paid to those towns only which have a valuation of less than three million dollars by the returns of 1887, that it is to be distributed to them according to the proportion of school children which they have between the ages of five and fifteen, and that no part of the money shall be given to any town having a school tax during 1887 less than the average school tax for that year. This result was reached only after long discussion and as the outcome of several amendments.

When the legislature met, it looked as if the great contest of the session would be over the parochial schools and their relation to the public school system. In the campaign of last fall the issue of private schools was brought into the Republican platform, and it added to the popular excitement. Then the special investigating committee of the legislature of 1887 reported to the legislature of 1888 a bill to put all of the private schools under state supervision. But the more the committee on education considered the matter, the less they liked it, and the result of their public hearings and of their private cogitations, plus the pressure that was put upon them from the outside, was that they reported a weak little bill which merely required the private schools to keep a register of their pupils. It was a question whether any penalty should be imposed for not complying with the law, and finally the committee, with only one dissenter, decided that no penalty should be added. So the end of the deliberations was that a list of the scholars should be kept, but if the law was disobeyed, nothing would be done about it. This sickly bill was reported to the Senate, and had so little sympathy that it was immediately killed. Doubtless it was thus saved from a miserable existence of neglect. Thus ends the great agitation about the parochial schools.

Other educational action may be briefly summarized. The state has voted to give $100,000 to the Institute of Technology, in addition to its gift of $100,000 last year, provided the institute will give the state twenty free scholarships. This same condition was imposed last year, and the institute had not accepted the gift because it could not afford to give the scholarships in return for the income from the fund. An appropriation of $100,000 has been made to the Framingham Normal School, plus about $5,000 of an unexpended appropriation, but only $50,000 can be used this year. The house, by a large vote, threw out the bill to provide for a state board to examine the teachers of the common schools. Nothing came of the proposition to teach civil government in the public schools, nor of the plan for a revision of the list of studies in the schools.

R. L. B.

BRIEF MENTION.

— A life-size statue of President McCosh will be given to Princeton by the class that graduates this year.

— The old Handel and Haydn Society of Boston made a modest profit of $849 last season, and their permanent fund amounts to $27,126.

— Money is being raised in England for fitting memorials to Matthew Arnold and Mrs. Craik. Subscriptions will also be opened in this country.

— The Queen Regent of Spain, on the 1st instant, unveiled the statue of Christopher Columbus in Barcelona. The ceremony was made the occasion of great rejoicing.

— Dr. Thomas P. Evans, the famous millionaire dentist of Paris, has under consideration a project to establish a great industrial school for boys in some part of the United States.

— Dr. J. G. Fitch, who has been spending some months in Europe, is now on his return trip. His American address is care of Messrs. Macmillan & Co., publishers, New York City.

— The language chart prepared by Supt. A. M. Edwards of Lewiston, Me., has been adopted in the fifteen or twenty towns and cities where it has been shown, and it is heartily welcomed by teachers of grades below the high school.

— At the coming Yale commencement three natives of Japan will receive degrees. Michigan University has twenty Japanese students and Yale has seven. It is a remarkable fact that the "Japs" in Yale are the most industrious members of their class.

— The town of Leominster recently had a gala day celebration, upon the dedication of a model, inexpensive brick school-building, with the Smead-Ruttan system of heating and ventilating. Superintendent Hall and Principal Miller of the high school made the addresses.

— In the course of a month, by the generosity of George W. Vanderbilt, New York's free library system will have another addition,—a fine Dutch style brick building on Thirteenth street. It is well-planned, attractive, with plenty of space for a good-sized circulating library, and a light, airy reading-room.

FRIVOLITIES.

BY WILLIAM H. HILLS.

THE SUMMER GIRL.

The maiden in the hammock swings,
  Swayed by the summer breeze;
Above her head a robin sings
  Among the apple trees.

Unconscious of the world she seems,
  His song delights her not.
Her lover occupies her dreams,
  And all else is forgot.

She swings and dreams till daylight goes,
  And night shrouds wood and wold.
She shudders, then, for well she knows
  She's caught an awful cold.

Content always brings happiness, unless, mayhap, it is the content of the fellow you do not like.

Poet or no poet, distance doesn't lend any enchantment at all to a dollar bill.

Selecting a wife is rather a difficult thing to do well, but it isn't half so hard as it is sometimes to make her willing to be selected.

"The man who is at home with his family at night runs very few risks," says a writer. This is especially so if the man is deaf.

It is proverbially hard to please a woman, but you can generally do it by asking her if she doesn't think some other woman is homely enough to scare away flies.

Luck is a very important element in fishing,—that is to say, unless a man has caught a big string. Then it is pure skill and science that has done it, every time.

When Shakespeare asked "What's in a name?" it is safe to wager that he didn't believe that anybody would ever spell "Bacon" with the letters in his signature.

Other explanations have been given, but the real reason a city newsboy does not wash his face has never been disclosed. He is afraid of catching cold.

A young man can afford to get married on eight dollars a week and have a great deal of joy in the married state, but he needs to wed a girl with a good income in order to do it.

After all, there's little need to worry. If the salt ever should lose its savor, the world could still depend for several centuries on the broiled ham that they are wont to bring on in the ordinary city restaurant.

The writer for the public press has a great responsibility toward his fellowmen resting always on his shoulders; but if he only gets a big enough salary, he doesn't care.

The real trouble with the New England weather is that so many days in the course of the year are built that way.

The reason it is so much easier for a girl to dance all night than it is for her to do housework all day is simple. She has a young man to help her dance, but she has to do the housework all alone.

If some men's bank accounts were only as large as their opinion of themselves, their wives could wear much better clothes.

GENERAL EPITOME.

[From May 29 to June 6 Inclusive.]

— Sheridan no better.
— Stanley safe and well.
— Forest fire in Wisconsin.
— Snow storms in Scotland.
— Serious illness of John Bright.
— Democratic Convention in session.
— The fishery treaty in open session.
— Lightning destroying life in Louisiana.
— A Maine fishing schooner seized at St. John's.
— Convention of the U. S. Brewers' Association.
— Turkey forbids Armenians to come to America.
— Threatened resignation of the German ministry.
— Jeff Davis celebrates his 80th birthday anniversary.
— Unveiling of the Garibaldi statue in New York City.
— Hotel fire at Rockdale, Tex. Eleven persons perish.
— Panama Lottery Loan bill passed the French Senate.
— Two steamers in New York with small-pox on board.
— Resignation of the assistant pastor of Plymouth Church.
— Over 400 families at Hull, Ontario, made destitute by fire.
— Decrease in the national debt for May amounts to $1,618,695.
— Moscow has expelled all her Jews save merchants of the first guild.
— German Socialists plot against the Crown Prince and Bismarck.
— General Boulanger takes a step toward the revision of the constitution.
— Prohibition National Ticket: Gen. Clinton B. Fisk and John A. Brooks.
— Twenty killed and twice as many wounded in a railway accident in Mexico.
— Cashier of the First National Bank of St. Paris, O., arrested for embezzlement.
— Another letter of positive declination from Blaine announced by the *New York World*.
— It is denied that Henry George's works have been referred to the Pope for examination.
— Mayor Hewitt declines the offer of the Shah of Persia to act as his agent in this country.
— County and city of Dublin proclaimed under the crimes act, first section. Belfast also.
— Oil and gasoline explosion at Frederick, Md., fatally injuring five persons and wounding 90 others.
— The New York bill providing that electricity be made the means of capital punishment has become a law.
— Senate passes the bill giving Sheridan the rank of General of the Army. Signed by the President and delivered.
— The record broken by the steamer Etruria who makes the passage from Queenstown to New York in 5 days and 23 hours.
— The Austrian anti-anarchist law not to be renewed, the government preferring to fight the enemy by administrative decrees.
— Unexpected number of cardinals opposed to the papal rescript. A strong influence working to diminish the importance of the anti-rescript demonstrations in Ireland.
— The law in New South Wales, limiting the number of Chinamen a vessel may carry, is being strictly enforced. Already 35 have been sent home, and the steamer lying in the harbor with 150 on board is being closely watched.

OUR BOOK TABLE.

[Owing to the present variety in the size and form of printing paper, the old designations of books, as 4to, 8vo, 12mo, etc., give little indication of size; we shall, therefore, hereafter, give the measures of books in inches, the number first given being the length.]

FIRST LESSONS IN SPELLING, WRITTEN AND ORAL. New Orleans: F. F. Hansell & Bro. 102 pp., 7½ x 5½. Price for introduction, 16 cents.

It is quite a commentary on the anti-spelling crusade that spelling-books are made as elaborately, as rapidly, and as skillfully as books upon any other subject. This book in its introduction emphasizes the need of writing words rather than spelling orally; and at the head of one half the columns of words is written, "Copy these words five times." We can imagine the horror of the anti-spelling enthusiasts, who believe that no word should ever be written by itself, upon finding the above rule. Each page has directions for busy work, as for instance, "Find eleven words on this page that begin with the letter *l* and copy them neatly." A feature of the book is the occasional full-page illustrations with observation lessons for the teacher.

BUTLER'S ELEMENTARY GEOGRAPHY. By Jacques W. Redway. Philadelphia: E. H. Butler & Co. 132 pp., 10½ x 8. Price for introduction, 54 cents.

This "Geography House," with the reputation of the past fifty years, has taken a new lease of life with a vigor rarely equalled, if one may judge by the beauty, modern methods, discriminating emphasis, teachable style, profuse and judicious illustrations and elegant relief maps of the entire series recently issued, the last of which is the book in hand, which is a manual of object lessons, an admirable geographical reading-book, a system of well-arranged class exercises. The frontispiece, "A Lesson on Modeling" is capital, while the sphere map on page 5, is one of the most remarkable pieces of work we have ever seen. Lessons on the size and shape of the earth; forms of land; the ocean and its shores; springs, lakes, mountains, and rivers; the air, dew, clouds, and rain; snow, glaciers, and icebergs, occupy the first thirty pages leading up to geography proper.

ACADEMIC TRIGONOMETRY, PLANE AND SPHERICAL. By T. M. Blakeslee, Ph.D. Boston: Ginn & Co. 35 pp., 7½ x 5. Price, 30 cents.

What next! Here is a book that in thirty pages presents plane and spherical trigonometry, and does it skillfully. It considers notation, linear representation, quadrants, terminal values, equations, fundamental analogies, negative analogies, functions of sum and difference, law of cosines, Napier's proportions, astronomical triangles, and quadrantal triangles.

A GUIDE TO THE CONDUCT OF MEETINGS. By George T. Fish. New York: Harper & Brothers. 189 pp., 6 x 4.

While Cushing's Manual may not be superseded in the immediate present, this little volume will do more to teach young people how to conduct business meetings in a parliamentary way than any or all the books we have seen. The wonder is that it has not come before. It is arranged in the form of a meeting for parliamentary practice, with all the characters introduced, and lasting long enough for every phase of parliamentary tactics. The names of some of the twenty-two characters will indicate how perfect is the arrangement for representing different tactics. For instance, there is a senior and a junior Reddy, a Clearhead, a Makepeace, a Slowman, a Firmman, a Goodenough, a Force, a Frost, a Seymour.

ABRAHAM LINCOLN. A Biography for Young People. By Noah Brooks, author of "The Boy Emigrants," "The Fairport Nine," "Our Base Ball Club," etc. New York: G. P. Putnam's Sons. 468 pp, 5 x 7½. Price, $1.75.

It is now twenty-three years since the close of the great Civil War. Almost a generation has passed since the tragic death of Abraham Lincoln, and it is a most desirable thing to give this generation of young people a biography of this great man, who will always be a central figure in the history of the Republic. Mr Brooks was intimate with Mr. Lincoln as early as 1856, and had confidential relations with him from 1862 until his death, and is thus qualified to furnish new and inspiring views of this historic character to the young. The early life is presented in a most charming style, many of the facts related being derived from the lips of Lincoln himself. For biographical reading for boys it will rank with the best written books on Washington. The illustrations enhance the value and make the text intensely interesting. For school libraries and home collections this book will be heartily welcomed by teachers and parents.

SUMMER ASSEMBLY DAYS; *or, What was Seen, Heard, and Felt at the Nebraska Chautauqua.* By Anna E. Hahn. With an Introduction by Rev. A. E. Dunning, D.D. Boston and Chicago: Congregational Sunday-School and Publishing Society. 245 pp. Price, $1.00.

The great annual summer assemblies have come to be important factors in the promotion of Sunday-school work. Thousands of teachers and friends of the good cause attend these gatherings each year, and gain new zeal and inspiration, which fits them for better service. The original Chautauqua, grown to vast proportions, has also been the founder of many coördinate branches of similar work. Under the direction of Rev. A. E. Dunning of Boston, one of these branch assemblies has been established at Crete, Nebraska. The author of this book gives inviting glimpses into this Western Assembly, and enables her readers to hear and see what she so much enjoyed and profited by. It will greatly interest not only Sunday-school teachers, but the young, and give them an impulse toward the promotion of this valuable auxilliary to this cause. The introduction by Mr. Dunning gives a concise history of the Summer Assembly, and points out its possibilities for usefulness.

AN UNCLOSETED SKELETON. By Lucretia Peabody Hale and Edwin Lassetter Bynner. Boston: Ticknor & Co. 100 pp., 5¼ x 4. Price, 50 cents.

Whether Miss Hale and Mr. Bynner are entirely honest in their prefatory note or not, it certainly lends a wonderful charm to the most ingenious bit of story-writing that has appeared of late. The fact that there is so little and yet so much of it gives the impression that it must be genuine. The story told by the editors in the preface is that one of them bought a chest of drawers at the closing-out sale of an old house in Boylston Place, in which he found a bunch of old letters and loose papers. The other editor was given by a friend a fragment of a diary and some letters discovered beneath a joist in a chimney closet at the recent dismantling of the Tavern Club, only a stone's throw from Boylston Place. Neither of the editors had enough of these treasures to signify anything, but the two by putting their material together had sufficient for the story. There is great temptation to tell this marvellous tale; if it were quite honest to the publishers and the reader we would do so, as it is we will guarantee that fifty cents invested in this book will provide genuine amusement with healthy reasoning, in the most artistic binding that can be obtained for the money.

HINTS FROM A LAWYER; *or, Legal Advice to Men and Women.* By Edgar A. Spencer of the New York Bar. New York: G. P. Putnam's Sons. 227 pp., 12mo, 5 x 7.

This is a very useful law book for everybody with reference to property, family, and commercial affairs, adapted to all the states of the Union. It presents in plain, concise form the present laws and methods relating to the care of property, the investment of money, and the transaction of business generally. It will enable the reader to determine when the counsel of a lawyer should be sought. It is divided into six parts, treating respectively of contracts relating to real estate, chattels, miscellaneous contracts, laws relating to matrimony, married women, and to the administration of estates of deceased persons, and a very suggestive and valuable chapter on "Consulting a Lawyer."

THE KING OF FOLLY ISLAND, AND OTHER PEOPLE. By Sarah Orne Jewett. Boston: Houghton, Mifflin, & Co. 339 pp., 5 x 7. Price, $1.25.

This neat volume contains eight of the short stories of this popular writer of fiction. They have been reprinted from *Harper's, Scribner's* and the *Atlantic* magazines, except "A Village Shop," which is new, and now printed for the first time. For a vacation book to be read at the seashore, or among the mountains, it will be found admirable. Miss Jewett's stories are elevated and pure in tone. The book is mechanically excellent, and uniform in style and binding with *Deephaven, A Marsh Island*, and others.

A PESSIMIST; IN THEORY AND PRACTICE. By Robert Timsol. New York: John B. Alden. 204 pp., 7½ x 4½. Price, 30 cents.

If this book does what the publisher claims for it it will be one of the greatest benefactors of the age; but we incline to think that is too much of a job for any one man or book to undertake. Of this we are satisfied, that the story, essay style, has enough wit, humor, and clever badinage to hold the attention of any pessimist. We know also that the whole tendency of the story is to uproot all the natural vices of pessimism. It is not often that one has the opportunity of securing so much healthful and sensible pleasantry for thirty cents.

TENTING AT STONY BEACH. By Maria Louise Pool. Boston: Houghton, Mifflin, & Co. Artistically bound in cloth; pp. 235, 7 x 4½. Price, $1 25.

This is an exceedingly bright, sketchy, entertaining account of vacationing at one of the most romantic spots on the South Shore on Massachusetts Bay. It has all the characteristics of sentiment and excitement of adventure necessary to the success of such a book.

MY MOTHER'S ENEMY. A Story for Girls. By Lucy C. Lillie. Philadelphia: Porter & Coates. 272 pp., 8 × 5. Price, $1.50. For sale in Boston by Laughton, McDonald, & Co.

Whoever writes a genuinely worthy novel for girls between the ages of twelve and fifteen, who are shedding childhood, but who have not entered young womanhood, who want a great deal of excitement but no purpose, who appreciate weakness rather than strength in style and character, does good service for home and school. This Mrs. Lillie has done in this book which is very generally American in its tone, with enough English characteristics to make it "toney." It is the story of an American girl in England. There is connected with the experiences of the heroine enough of refreshingly healthful romance to hold the attention and claim the interest of those for whom it is written.

LEE & SHEPARD have issued in paper (pp. 470, price 50 cents) a vacation edition in first-class type and good paper, of Amanda M. Douglass's *Lost in a Great City*, a work which added much to the fame of the author upon its first appearance.

MESSRS. GINN & CO., Boston, will soon issue a revised edition of Wentworth's *Plane and Solid Geometry*. The great feature of this edition is the introduction of more than 700 original exercises carefully selected and adapted to beginners in geometry.

THE Interstate Publishing Company issues a new and enlarged edition of *How We Are Governed*, an explanation of the constitution and government of the United States, by Anna L. Dawes, daughter of Senator Dawes. The strength of the book, as well as its popularity, is more and more apparent.

JAMES RUSSELL LOWELL has collected, principally from the *Atlantic Monthly* and the *North American Review*, a volume of Political Essays which will be published shortly by Houghton, Mifflin, & Co. The earliest dates back about thirty years, and the latest is the remarkable address delivered in New York just before he sailed for England.

JUST before General Sheridan's present illness the complete manuscript of the great soldier's memoirs was taken to his publishers, Charles L. Webster & Co. The manuscript was given to Mr. Webster last winter, but was recalled and a careful revision of the whole work made. It is not yet known when it will appear. The books (two volumes) will contain two engravings of General Sheridan, cuts of his generals, and maps, prepared by the War Department. It is said that the work reads so much like a story, that as a spirited romance it would sell without the author's name. It is written in the first person, in simple language, and is full of Sheridan's adventures from the time he graduated from West Point at the age of twenty-one till that of the late Franco-Prussian war, of which he was a spectator, the larger part of the narrative being naturally taken up by his experiences in the Indian fights and our Civil War. As far as possible it is free from dates and statistics, but when these tiresome figures have been necessary, they have been admitted in the form of notes, so that the easy flow of the General's graphic story is kept unbroken.

NEW BOOKS RECEIVED.

Wessex Tales; by Thomas Hardy; price, 30 cents. New York: Harper & Brothers.

With Harp and Crown; By Celia's Arbour; This Son of Vulcan; The Monks of Thelema; by Walter Besant and James Rice; price, $1.50 each. New York: Dodd, Mead, & Co. Boston: Estes & Lauriat.

Coriolanus; by William Shakespeare; price, 10 cents. New York: Cassell & Co.

Nature Readers: Seaside and Wayside (No. 2); by Julia McNair Wright; price, sample copy, 25 cents. Boston: D. C. Heath & Co.

Lessons in English; by Sara E. Husted Lockwood; price, $1.25. Boston: Ginn & Co.

SCHOOL SUPERINTENDENTS.

SEMI-ANNUAL MEETING OF THE NEW ENGLAND ASSOCIATION.

The semi-annual meeting of the New England Association of School Superintendents met at the rooms of the School Committee, Mason street, Boston, May 25, at 9.45 a. m., the president, Henry Whittemore, of Waltham, presiding. W. C. Bates, the secretary, read the records of the last meeting, which were approved.

John T. Prince, Agent of Massachusetts Board of Education, in behalf of a committee chosen at the last meeting, made the following report:

Last February, in compliance with the request of this Association, the following questions were sent to the superintendents:

1. In what way and upon what basis are promotions made in your schools?

2. What written examinations are given (*a*) by teachers? (b) by school superintendent or school committee?

The answers to these questions were varied in length and completeness of details, from a general statement of six words to such description as would cover several printed pages. As a consequence it is found a difficult matter to compare the methods employed or to formulate an exact statement which will be of use to the superintendents.

A few observations are gathered from the replies which may be of use.

Examinations are made by teachers and superintendents in all places reported. The frequency, kind, purpose of these examinations are not indicated in many of the replies, and therefore no statement of any of the replies in respect to these features of examinations seems advisable.

Promotions are made from estimates made by one or more of the following parties: Teacher, principal, superintendent, committee.

Estimates are made upon different and various bases. The basis of the teacher's estimate is not indicated in many of the replies. Those which do indicate the basis of the teacher's estimate are about equally divided between (1) daily marks, (2) stated and regular written examinations, (3) general idea of what the pupil is doing.

In some places the promotions from grammar to high school, and in a few cases from primary to grammar, are made upon a different basis from which promotions are made in other grades. Apart from such promotions, which may be called special and exceptional, the replies indicate the following facts:

Promotions determined solely by teacher's judgment (how this judgment is made not stated),	3
Determined solely by results of teacher's examination,	1
Determined solely by superintendent's examination,	2
Determined solely by principal's examination,	5
Determined by committee's examination and daily record,	1
Determined by superintendent's examination and daily record,	21
Determined by superintendent's examination and teacher's examination,	3
Determined by teacher's examination and daily record,	5
Determined by principal's examination and teacher's examination,	2
Determined by superintendent's examination, principal's examination, and daily record,	2
Determined by teacher's examination and daily record,	2
Determined by daily record for a portion, the rest by examination,	2
Determined by examination (not stated by whom),	3
Uncertain (as ability),	2
Total,	54

It will be seen from these figures that the superintendent's examinations constitute an important factor in determining promotions in a majority of places reported. In 28 out of 54 towns and cities such examinations, oral or written, help to determine the fitness of pupils to pursue the work of the next higher grade. It will be seen also that the teacher's opinion is taken into consideration in 42 of the 54 places reported, not counting the 5 uncertain answers. One place only reports that the committee's examinations are taken as a guide.

It is not stated in most of the replies by whom promotions are made, but from statements containing reference to this matter it is inferred that the authority to pass pupils from grade to grade is given generally to the superintendent, and that in a large number of places the means of ascertaining the fitness of pupils to go on rests with him.

In few replies was any reference made to individual promotions, or those promotions which are made out of the regular course, or at times other than the time of class promotions.

Your committee is impressed with the fact that the subject of promotions is receiving deserved attention from superintendents, as shown in their reports of methods pursued. In few places do we find such means employed in determining the place of pupils as are likely to do injustice to a large number or tend to make the teacher a slave to the textbook. We are glad to note the increasing confidence which is placed in the teacher's judgment in relation to the fitness of his pupils to take the work of the next higher grade. We are glad also to note that examinations, both oral and written, are taking their proper place in elementary education instead of being used, as they have too frequently been in the past, as a means of narrowing the scope of the teacher's work, and also of forcing the pupils to work in an unnatural way.

The following resolutions are respectfully submitted:

1. That the superintendent's examinations should be both oral and written, and should test the mental development of pupils more than the amount of knowledge they have acquired, an important object of these examinations being to indicate to teachers desirable subjects of teaching and drill.

2. That the examinations given by teachers should be both oral and written and serve (*a*) to fix the thoughts already awakened in the minds of pupils; (*b*) to cultivate their powers of expression; (*c*) to ascertain what subjects, if any, should be reviewed.

3. That the fitness of a large proportion of every class for promotion is best known by the teachers, upon whose judgment the superintendent should largely rely in making his decisions.

4. That in regard to those pupils of whose fitness to pass into a higher grade the teacher has doubts, no arbitrary standard should be fixed, but that various circumstances should be considered, such as age, habits, intentions, home influence, health, and intellectual ability.

5. That individual promotions, or promotions that are made at times other than the time of class promotions, be most carefully attended to by both teachers and superintendents, to the end that no pupil shall waste time in waiting for others more than circumstances make it necessary.

S. T. Dutton, superintendent of schools, New Haven, Ct., opened the discussion under the head of examinations by superintendent or committee. He held that examinations, judiciously conducted, are

important factors in the education of the pupil, and should be both oral and written, brief, and involving no serious consequences. Daily recitations should be so planned as to test and exercise the power of memory and judgment of the pupils. A single examination should not be made the basis of promotion. The superintendent and committee are not well enough acquainted with the pupils of the classes to prepare questions which would be of real educational advantage, the teacher, as a rule, being better qualified to judge of the pupil's qualification to be promoted.

Mr. G. J. Aldrich, superintendent of schools, Quincy, Mass., followed, upon examinations by teachers, and said the attitude of the examiner consists in throwing the pupils on their individual abilities and merit. The matter of promotion should be made entirely incidental. The examinations should be frequent and not long. Set examinations are by all means the fairest test which can be submitted of the pupils' qualifications. The work by the teacher is in great measure an examination of the individual, while the work by the superintendent or committee is simply an examination of the mass. It is advisable that the principal of the school or some person other than the single teacher of the school should come in to broaden the horizon of the class teacher's work. Examinations submitted by the superintendent are of some value in guiding the work of the teacher. Both forms of examination by class teacher and some other person are necessary to determine the pupil's fitness for promotion, and it is a matter of congratulation that teachers are being more and more trusted in this respect. The teacher should be worthy to enjoy this trust.

O. B. Bruce, superintendent of schools, Lynn, Mass., treated of class promotions, and said the tendency is to press forward some pupils and leave others behind. The speaker recommended class promotions, after conference of teachers, principal, and superintendent, without any percentage line; also, by classification, all who have attained fair and the highest marks should be promoted without examination. Promotion might be made on the marking of daily work and written monthly, term, or annual examinations. Individual promotions were considered by Thomas Emerson of Newton. He said the mixed school was superior in the element of flexibility, there being less danger of the unyielding element of machine work, that condemns every pupil to pass over the same ground at one uniform pace, with little or no regard to his age, natural capacities, the influences that have attended his development previous to his entrance upon school life, or his present environment. The graded school is open to the objection that it makes no adequate provision for those pupils who are brighter, quicker, more mature than their fellows. The most serious problem that confronts the superintendent to-day is the necessity of devising some plan that will engraft upon the system a greater degree of flexibility, and thus, without detriment to the mass of pupils, adapt it to meet, in a larger measure than now, the needs of individual pupils. The tendency of all systems is in the direction of unyielding restrictions and limitations. Can our public schools be adapted to the needs of individual pupils without injury to the general interests of the schools?

The following officers were then elected:

President—George A. Littlefield, of Newport, R. I.

Executive Committee—Ephraim Hunt, of Medford-Winchester; H. M. Maxson, of North Attleboro; and T. M. Balliet, of Springfield.

Secretary—W. C. Bates, of Canton and Easton.

Mr. George A. Littlefield approved the resolutions of the committee, except so far as they applied to the backward pupils, who should be put to a little harder test than the forward ones. The question of nervousness, that children 'go to pieces when they are put to the test, he said, is a weak argument; the best lesson they can learn is self-possession, and that is why they should have examinations.

A spirited discussion arose on the adoption of the resolutions reported by Mr. Prince, and the first and second were adopted with slight verbal changes. The other resolutions were discussed by Messrs. Prince, Johnson, Marble, Edgerly, Seaver, Cogswell, Fisher, Russell, Emerson, and others, but without their being adopted.

It was voted that the report lie upon the table and be presented in print for consideration at the next semi-annual meeting.

NEW YORK LETTER.

COMMENCEMENT NOTES FROM BROOKLYN AND NEW YORK.—THE TONIC SOL-FA EXHIBITION.—MISS CLEVELAND'S METHOD OF TEACHING AMERICAN HISTORY.

[From Regular Correspondent of the JOURNAL.]

NEW YORK, June 1, 1888.

One of the most interesting of the May commencements, and the month has yielded her usual large number among the special schools, is that of the ladies' classes of the Brooklyn Normal School for Physical Education, held at the Adelphi Academy last evening. This school, which is under the presidency of Dr. Wm. G. Anderson, of the Academy, graduated a class of eight young ladies, who have taken the full year's course of physiology, hygiene, voice culture, first aid and emergencies, relations of mind to body, measurements, and anatomy,—great attention being paid to the physical training, or floor work, which has also been taken as a separate course by five ladies and four gentlemen, who did not go through the intellectual course. The program consisted of military movements, marching and running series and pizzicati chorus, exercises with dumb-bells, wands, Indian clubs, and broadswords,—giving, however, but a faint idea of what has been accomplished by the young ladies in going through the thorough and systematized course of the school, which, although finished in eight months,—from October to June,—and requiring but a few hours per day, succeeds admirably in fitting teachers for the increasing demand for instructors in physical culture, or in teaching women the mysteries and the care of their own bodies, which should be a part of common education.

I had a talk with one or two of the graduates, all of whom speak enthusiastically about their course. They say that it has done wonders in toning up their physical strength and in raising the capacity and activity of all their faculties, not to mention the incalculable value of the knowledge they have received of how to take care of themselves.

* * *

On Thursday and Friday last the top floor of Cooper Union was crowded, it being the annual reception of the Cooper Union Art School, which has been somewhat overlooked of late years in the interest taken in the recently founded art leagues and other schools in imitation of the art schools of Paris. It were a long story to tell what specimens of work lined the walls and covered the tables and easels of these big rooms; but among the exhibits that attracted the most attention were those of the young men's modeling and architectural and mechanical drawing classes and in the women's school,—which is by far the larger of the two,—the still-life work in oils, the framed examples of wood-carving from photographs of water colors photographed on the block, water-color trial proof, and perfected engraving being framed together; in the delicate work of the wall paper, linoleum, and stained glass window designs, the drawing from cast, and some especially creditable work in perspective.

* * *

Professor Seward's exhibition of his Tonic Sol-fa classes on Tuesday evening was a a decided success not only in the size and intelligence of his audience, but in the admirable work done by his classes, which were from the Ascension Memorial chapel. The real feature of the evening was an easy, informal lecture on the Tonic Sol-fa by Professor Seward, illustrated, as it were, by his classes, while part of the program consisted of choruses and part songs by the pupils that were in themselves a musical treat. Professor Seward announces a Tonic Sol-fa institute to be held for two weeks, beginning July 9, at 9 University place, in this city.

* * *

Mrs. Sylvanus Reed's celebrated young ladies "finishing" school had its simple closing exercises last week, and parted with the president's sister, who has shared the duties and responsibilities with Mrs. Reed during the year, and took this lady's place during her long stay in Italy.

Miss Cleveland, who acknowledges the study of American history to be her hobby and that in which she will probably do some special literary work hereafter, has organized a department of history and perfected the details and the methods according to her own carefully thought-out plan. All the students' work is based on *Johnson's History*, from whose admirably condensed and well-arranged paragraphs the topics are taken, which start the pupils to research into many authorities for all the information that can be obtained bearing upon it. Encyclopedias, full histories, biographies, essays, and a great number of volumes are hunted up and consulted. The school library, the city libraries, and the splendid collection of books at Columbia College,—which is accessible to the public,—are ransacked for all they can furnish bearing on the topic of the particular paragraph of the lesson. The recitation is simply a talk at which Miss Cleveland used frequently to be present and in which she sometimes took part. The students have what are called five-minute compositions, when they tell, in their own words, of some information they have gained on the topic of the day. Maps of that portion of the country embraced by the lessons are sketched. The recitations are usually finished by a careful summary of the information that has been gained, while the geographical situation of the places mentioned is pointed out on the map. At regular intervals Miss Cleveland prepared examinations to thoroughly test the results of this comprehensive research and study. The pupils answer in papers that go from the division teachers to Miss Cleveland for inspection and approval.

* * *

George P. Bristol, assistant professor of Greek in Hamilton College, has accepted a call to a similar place in Cornell University, and will enter on his duties at the beginning of the next academic year.

HELEN AINSLIE SMITH.

CLOSING EXERCISES.

[Continued from last week.]

Amherst College, Mass.:—

Commencement occurs on the last Wednesday of June. The commencement exercises begin on Saturday evening of the previous week with the Kellogg Prize speaking by members of the sophomore and freshman classes. The baccalaureate sermon by the president comes on Sunday morning, and an address before the Hitchcock Society of Inquiry on the evening of that day by the Rev. Dr. C. M. Lamson, of St. Johnsbury, Vt. On Monday evening occurs the Hyde Prize speaking, and on Tuesday the class day exercises followed by the exercises of commencement on Wednesday, and the alumni dinner Wednesday afternoon closing with the president's reception in the evening.

A. & M. College, Auburn, Ala.:—

Commencement address June 13, by Col. Thomas G. Jones, Montgomery.

Bucknell Institute, Lewisburg, Pa.:—

The graduating exercises take place June 26, the meeting of the alumnæ, June 25.

Bradford Academy, Mass.:—

The anniversary exercises will occur June 20th, a.m.

Bowdoin College, Brunswick, Me.;—

Commencement, Thursday, June 28.

Cornell University, Ithaca, N. Y.:—

Commencement, June 21. The contest for the Woodford prize occurs on the evening of the 20th. President Cleveland has signified his intention of being present at the commencement exercises. The class of '83 holds its first reunion, and for the first time an alumni dinner will be given. This is the twentieth commencement. The graduating class numbers 120,—30 more than ever before.

Cook County Normal School, Ills.—

Commencement, June 21.

Central University of Iowa, Pella:—

Baccalaureate sermon, Sunday morning, June 17. Address before the alumni, Tuesday afternoon, June 19. Commencement exercises, Wednesday morning, June 20.

Dickinson College, Carlisle, Pa.:—

Commencement day last Thursday in June. Sunday, the 24th, sermon before the Society of Religious Inquiry, by W. J. A. M. Chapman of Philadelphia, and in the evening, the baccalaureate by the president. On Monday evening the junior oratorical prize contest. Tuesday evening oration before the Belles-Lettres and the Union Philosophical Literary Society, and Wednesday, oration before the Alumni Association.

Eureka College, Eureka, Ill.:—

Commencement exercises will take place, June 14. There will be sixteen graduates. Quite a number will remain and pursue their studies during the summer vacation. A new boarding hall for young ladies will be erected this summer.

East Greenwich Academy, R. I.:—

The eighty-sixth anniversary of the founding of the East Greenwich Academy, R. I., will be celebrated by a grand reunion of former students on Thursday, June 21. The literary exercises of the forenoon will be held in the Academy Chapel, in charge of the president of the Alumni Association, the Rev. W. T. Worth, of Boston. Following these exercises a dinner will be served under a mammoth tent upon the campus. Prof. G. B. F. Hinckley, of Providence, will act as toastmaster. The board of management has decided to establish a normal department at the beginning of the fall term.

Hillsdale College, Michigan:—

Commencement, June 21. Society anniversaries, evenings of June 11, 12, 13, 14, 15, 16. Baccalaureate, Sunday, 2 p.m., June 17. Graduating class numbers, 28. One new professorship has been endowed during the year, and other additions have been made to the endowment fund.

Lake Forest University, Illinois:—

Baccalaureate, June 24. Closing exercises of Lake Forest Academy, June 25. Prize contest in oratory, June 26. Commencement exercises, 10 a.m., June 27.

Mount Holyoke Seminary and College, Mass.:—

Anniversary exercises, Thursday, June 21, beginning at 11 a. m. Address by Rev. Nathaniel G. Clark of Boston. Public examinations, Tuesday morning, June 19. The college department will be opened next September. There has been a marked advance in the requirements of the seminary course. The precise outlines of the collegiate courses will be announced within a few months. A considerable number of former and present students are looking forward to the establishment of the collegiate courses with definite purposes. The number of students for next year promises to be as large as can possibly be received, as has been the case this year.

Marietta College, Ohio:—

Commencement exercises, June 24-27. Will include memorial services in honor of ex-President Israel Ward Andrews.

Nichols Academy, Dudley, Mass.:—

Graduating exercises, June 15, at 10 a. m. Annual meeting of the Association of Alumni, Hezekiah Conant of Pawtucket, R. I., president, at 11.30. Annual dinner of the alumni in Academy Hall, at 1 p. m. The Transit Annex approaching completion, supplied with a valuable transit and chronograph, puts Conant Observatory in complete working order.

New Hampshire Conference Seminary and Female College, Tilton:—

Commencement, June 20. Examinations and prize speaking, June 18, 19.

Normal School, Johnson, Vt.:—

Baccalaureate sermon, June 24. Public speaking by Class B, June 28, evening. Graduation and class day exercises, June 29, morning. Alumni reunion and address, June 29, afternoon. Band concert and class reception, June 29, evening.

Ohio Wesleyan University, Delaware, O.:—

Commencement, June 21. This institution has had an exceptionally prosperous year, the number of students being about 100 more for each term than ever before. Between 900 and 1000 names will be catalogued.

Salina Normal University, Kans.:—

Alumnæ banquet, July 25. Commencement, July 26 and 27.

State Normal School, Providence, R. I.:—

Commencement, June 29, at 10 a. m.

State Normal School, Milwaukee:—

Public Teaching, Wednesday a.m., June 20. Class exercises, Thursday evening, June 21. Commencement exercises, Friday, June 22.

State Normal School, New Britain, Conn.:—

Graduating exercises, June 22.

Trinity College, Hartford, Conn.:—

Class day, June 26. Meeting of the alumni and reunion, June 27. Sixty-second commencement, June 28.

University of the State of New York, New York City:—

Commencement, June 21.

University of Illinois, Champaign:—

Baccalaureate, June 10. Class day, June 11. Alumni day, June 12. Commencement, June 13.

University of Rochester, N. Y.:—

We desire to make the following corrections in our announcement published May 24: Sermon before Y. M. C. A., by Edward Judson, D.D., of New York, June 17. Dewey prize declamations, June 18. Alumni meeting, June 19. Class day exercises, June 19.

Wesleyan Academy, Wilbraham, Mass.:—

Term closes with the exhibition of the senior class, Monday, June 21.

Williams College, Mass.:—

Saturday, June 23, evening at 8, Graves Prize speaking. Sunday, June 24, address before Y. M. C. A., by Rev. Phillips Brooks, D.D., morning; 3 p. m., baccalaureate by President Carter. Monday, June 25, 8 p. m., commencement address of the founding of the first astronomical observatory in connection with a college in this country, by Truman H. Safford, Ph.D., astronomer of the college. Tuesday, 9 a. m., alumni meeting; 12 m., commemorative discourse on Rev. Mark Hopkins, D.D., LL.D., by David Dudley Field, LL.D.; 2 p. m., class day exercises; 9 p. m., promenade concert. Wednesday, 10 a. m., commencement; 1 p. m., alumni dinner in Lasell Gymnasium.

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EDUCATIONAL INTELLIGENCE.

INDIANA.

Dr. W. N. Hailman, superintendent of La Porte schools, on account of some misunderstanding, has tendered his resignation. But pupils and citizens will not have it so, and are making a great demonstration in the Doctor's favor. The final result is awaited with great interest.

IOWA.

State Editor, ORION C. SCOTT, *Oskaloosa.*

Supt. O. J. Laylander, of Brooklyn, is elected to the superintendency of the schools of Cedar Falls. The Cedar Falls people are to be congratulated. They get a man of culture, and of the true progressive spirit, one who will spare no pains in making his schools rank among the first in the state.

Mr. J. P. Dodds, a former principal of the Sigourney High School, and the past year a student at the State Normal School, succeeds Mr. Laylander in charge of the schools of Brooklyn.

Marengo elected Mr. O. J. Laylander as superintendent a few hours after he had accepted at Cedar Falls.

Supt. C. H. Gurney, of Shenandoah, has declined a reëlection, and will probably accept one of two good offers that have been made him, and thus remain in the State.

The Des Moines Training School observed Froebel's anniversary with appropriate exercises. Miss Mathews, the trainer, graduates a class of five pupil teachers this month.

Prof. H. H. Seerley, principal of the State Normal School, has been reëlected for the biennial period, and his title changed from that of principal to president of the State Normal School.

The citizens of Algona, in a mass meeting, passed resolutions approving the labors of the past two years of Principal J. C. Gilchrist, of the Northwestern Iowa Normal School, and pledged their support to the school and Professor Gilchrist for the next two years. The school has grown wonderfully under his management.

The "Baker Elm" was planted Arbor Day on the fourth ward school grounds of Oskaloosa in honor of E. Baker, one of the old and well-known educators of the state, who died a year ago. Mrs. Baker and daughter were present. An address was made by Director A. W. Swalm, editor of the Oskaloosa *Herald*, and an original poem by Philip Hoffman was read. Singing and speaking by the pupils followed.

Supt. Orion C. Scott, of the Oskaloosa schools, has been reëlected for a term of two years at an increase of $100 in salary.

New Sharon,—W. H. Cathcart, principal,—graduated a class of ten, eight girls and two boys.

Supt. M. F. Witter, of Muscatine, sent forth from his high school a class of twenty-seven.

A class of thirty two pupils,—nine boys and twenty-three girls,—graduated from the Oskaloosa High School, June 1.

Principal O. E. Smith, of the Monroe schools, had a fine class of nine graduates this spring.

The Oskaloosa educational banquet occurred May 25 at the Asher House. This is the third year the teachers and school board jointly have invited friends to a banquet. It grew out of the Teachers' Literary Social.

Supt. J. W. McClellan, of Vinton, after serving a three-years' term, has been reëlected. He is a strong man and wears well, having served Marion twelve years prior to 1880.

Supt. Amos Hiatt, of East Des Moines, and Principal Frank E. Plummer, of the High School, have been complimented with a reëlection.

A class of twelve graduated from the Knoxville High School.

Supt. C. H. Gurney, of Shenandoah, has been elected to take charge of the Marengo schools.

Miss R. Anna Morris has been reëlected teacher of physical culture in the West Des Moines schools.

Prof. A. C. Hart, of Knoxville, declines reëlection to accept the superintendency of the Lyons (Kansas) schools.

Mrs. L. M. Wilson, superintendent of the West Des Moines schools, and several of her principals have been reëlected.

KANSAS.

State Editor, J. N. WILKINSON, *Emporia.*

The writer had the pleasure of meeting with the county superintendents of the state in their annual convention at Salina. The meeting could not have been more hospitably received anywhere in the state. The superintendents were taken in carriages to the Wesleyan University where the program of the day was carried out with the addition of one very important item, namely, a fine lunch served by the young ladies of the school. The attendance of superintendents was not large, but all were there who had promised papers except Superintendent Hitchcock of Sumner, whose absence was caused by sickness. In proportion to the whole number of ladies in the superintendency the attendance of that sex was notable, but it was also notable that their representation on the program was large. Half the lady superintendents of the state were on the program and half of those on the program were absent. Of the thirteen male superintendents named on the program nine were absent. Still, as these absences included only those who were to take part in discussions, the exercises went on without interruption, making it a good meeting, and those who missed it are to be commiserated.

Prof. A. C. Moss, teacher of music in the State Normal presented his resignation to the Board at its last meeting, he having made arrangements to engage in other work at Kansas City. The place he leaves vacant is an important one and not very easy to fill.

In the organization of the Kansas excursion for the National Educational Association, Supt. F. H. Clark will head the party organizing at Concordia, Prof. Larimer at Topeka, Supt. J. E. Klock at Emporia, and Co. Supt. D. S. Pence at Wichita.

The state normal catalogue will show an enrollment of 870 this year. Others have entered since the catalogue went to press, and consequently their names can not appear.

F. L. Rossiter of Illinois has been elected superintendent of schools at Hiawatha, and W. S. Picken of Dorrence has been chosen to take charge of Eureka schools.

The Santa Fé has reduced her meal rate to 50 cents for the teachers' excursion. This is eminently satisfactory, for it is important that the physical man be well nourished on this trip.

Superintendent Bloss of Topeka will spend some time in July among the Oregon institutes.

Superintendent Klock of Emporia has been reelected for the coming year.

Among the new superintendents are Professor DeLay of Caroker City, who goes to Marion, Superintendent Quay of Marshall County who goes to Council Grove, and Principal George Blount of Macomb, Ill., who goes to Hutchinson.

Parties well informed concerning Eldorado schools report that they have never run so smoothly as this year. The high school graduating exercises were such as would do credit to any city.

Miss Hattie Horner of Eldorado schools will spend the summer among the Minnesota lakes.

MISSOURI.

The unanimous reëlection of Supt. William Richardson of Sedalia is thus commented on by a local paper of enviable standing:

"The verdict of the people is that the board acted wisely, and for the best interests of the schools of the city. Under the able superintendency of Mr. Richardson, the schools of Sedalia have become a source of pride to the citizens of Sedalia and never did scholars make better progress than under his administration of affairs. No city in the West can boast of better schools than Sedalia, and it would be difficult to secure the services of a more experienced and brilliant educator than the gentleman whom the board reëlected at the recent meeting.

MINNESOTA.

The Winona High School has her graduation exercises June 15.

O. Whitman has been reëlected superintendent of the Red Wing schools, a position which he has held continuously eighteen years.

Miss Jean Gowdy, of the Faribault High School corps, has accepted a position in the Spearfish Normal School for next year, at a salary of $1,000. Miss Gowdy is a thorough teacher.

NEW YORK.

Superintendent Crooker, of Buffalo, has returned from his vacation, spent at Hot Springs, Ark., where he went for the benefit of his health.

Architect A. Fliesehman has prepared plans for the remodeling of the 14th district school, at Albany, to cost $9,000.

Lizzie Hambleton has good success in teaching the school at West Valley.

The school at Versailles is well conducted by Miss Maud Russell.

Emma Colburn has been appointed to teach in North Collins this summer.

The town of Belmont has appropriated $8,000 to build a new school.

Miss Louisa Valentine has resigned as teacher in the primary department of the high school.

Miss Norma Haskins has closed her school at Springville after having had a very successful term.

Miss Clara Belle Cole has been teaching at Gowanda, in place of Miss Vosburg, who was unavoidably absent.

Miss Lizzie Harrington, of Tonawanda, has been secured to teach in a school at Ransomville.

Miss H. Hudson has resumed her teaching in the school at Voorheesville, after taking a short vacation.

A new public school is soon to be built at Fayetteville.

Miss Ella Bascom has been secured as preceptress for the public school at Bennington.

John M. Stedman has been appointed professor of entomology and invertebrate zoölogy in Cornell University.

Professor Flagg, of Frewsburgh, held a state examination at Mayville, June 1, and was assisted by School Commissioners Weeks and Swift.

Architect C. E. Colton, of Syracuse, is preparing plans for a fine $10,000 school to be built in Skaneateles.

Miss Mills, of Pavillion, has charge of the Roanoke school.

Union College, at last, has secured a president. Four years have slipped by since the office was vacated. Prof. Harrison E. Webster, a very popular man of Rochester, has been appointed to the position, and will no doubt prove himself worthy of the honor.

Miss Mary Brick, of Portage, has been appointed to take charge of school No. 7, at Perry, for the summer.

The high school at Albion will be enlarged at a cost of $5,000.

Miss Lizzie Kusick has taken charge of the public school at Withersfield.

Miss Laura Peck has been appointed to take charge of the school at Eaton's Corners.

The schools of Syracuse close June 22, the exercises of the high school taking place Thursday evening, the 21st.

TENNESSEE.

In the oratorical contest among the colored students of Fisk University, Central Tennessee College, and Roger Williams University, J. N. Ruffin, of the latter institution, was awarded the prize.

In the intercollegiate contest at Nashville, Sewanee came off victorious. This is the fourth time that Sewanee has been successful out of a total of six contests.

The State Teachers' Association will probably be held near the close of June, on Lookout Mountain.

WISCONSIN.

State Editor, C. W. CABEEN, *Neenah.*

Prof. Roland D. Irving, the able specialist in geological research, who died last week at Madison, had been professor of geology in the University of Wisconsin for eighteen years, and since 1882 has had charge of the Lake Superior Division of the United States Geological Survey. He has published monographs on his specialties, and has made a large number of reports to the U. S.

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Geological Survey. Professor Irving was a grand-nephew of Washington Irving, and was born in New York in 1841.

Commencement exercises at the Whitewater State Normal are as follows: June 19, oratorical contest of the Lincolnian Literary Society, 8 p. m. June 20, certification exercises of the elementary class, 9.30 a. m. June 21, commencement exercises; graduation of the senior class, in the Congregational Church, at 9.30 a. m.; reunion of members and friends of the school, in the normal building, from 8 to 10.30 p. m. June 22, public exercises of the Alumni Association; address by Prof. A. J. Steele, Memphis, Tenn., at 7.45 p. m.

NEW ENGLAND.

NEW HAMPSHIRE.

— The graduating exercises at McCallom Institute, Mt. Vernon, May 20, 21, and 22, were specially interesting. The class exercises, consisting of the planting of a tree and awarding the honors, took place Monday. Music was furnished by the Boston Cadet Band.

— Geo. S. Morrison has been elected trustee of Phillips-Exeter Academy in place of Joseph B. Walker, Esq., resigned. Mr. Morrison was a graduate of the academy in '59, of Harvard in '63, and is now a civil engineer in Chicago.

— Prof. H. E. Parker, of Dartmouth, is now in Constantinople, and will be home in July.

— Superintendent Buck, of Manchester, has been unanimously re-elected for a term of two years, with an increase of salary of $200.

VERMONT.

— The teachers' institute, held at Springfield, May 31, June 1 and 2, was one of the most successful ever held in this state. A large number were in attendance. Some fine papers were read, and some good lectures delivered. Such meetings cannot fail to be profitable to all who attend.

— The 54th annual commencement of Norwich University, Northfield, will be held on the 14ht instant.

RHODE ISLAND.

— Mr. Hezekiah Butterworth has been elected president of the Warren High School Alumni Association.

— The Warren High School gave a contest in declamations and recitations recently. Those who took first prizes were Miss Law and Wm. Kerrigan; second prizes, Miss E. Buttler and Mr. Howard Butler. The judges were Rev. W. S. Chase, Mr. John Mattison, and Mr. Levi W. Russell. The pupils had been trained by Prin. W. R. Buttler and Rev. Wm. N. Ackley.

— The Cooking School in Providence, conducted by Miss Ruggles, has given much satisfaction, and has been very successful. A select class gave an exhibition of their work, Friday, June 2. In the audience was Superintendent Tarbell, several members of the board of aldermen, and others who were interested.

— The Rhode Island School of Design, managed by Mr. G. C. Anthony, who also is instructor in drawing at the Providence High School, exhibited some of the work of the school Friday, June 2. The exhibit consisted of drawings, designs, and models in wood. It was a very interesting exhibit, and reflected credit on Mr. Anthony and his school.

— Judge Joseph Joslen, a graduate of Brown University, class of 1814, died in Newport, May 23, in his ninety-fifth year. He taught a private school at one time in Newport, and among his pupils were ex-Governor Van Zandt, Prof. Wm. G. Hammond of the St. Louis Law School, Hon. Henry Bull, Dr. H. E. Turner, and Mr. Robert S. Barker.

— Greenwich Academy, at East Greenwich, receives the sum of $43,000 from the estate of the late Stephen T. Olney, of Providence. This will be treated as an endowment fund, and only the income will be used for the school. Professor Blakeslee will add a normal department beginning with the school year in September.

CONNECTICUT.

— It is proposed to shorten the school course in the Central District, Norwich, to nine years. Already during the supervision of Supt. N. L. Bishop, the course has been cut from eleven to ten years, with most satisfactory results.

— The plaster casts and models for the museum of the Slater Memorial Hall, Free Academy, Norwich, continue to arrive daily. Mr. W. L. Cushing, of Yale University, addressed the students upon "Picturesque Greece," the 16th inst.

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PUBLISHERS' NOTES.

MT. SHASTA AND CANADIAN PACIFIC ROUTES.—The following circular from the organizer of the great excursions to the Pacific Coast, in 1884 and 1886, under the auspices of the National Educational Excursion, will be read with interest by intending tourists to San Francisco:

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MISCELLANEOUS.

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—Give Ely's Cream Balm a trial. This justly celebrated remedy for the cure of catarrh, hay fever, cold in the head, etc., can be obtained of any reputable druggist and may be relied upon as a safe and pleasant remedy for the above complaints and will give immediate relief. It is not a liquid, snuff, or powder, has no offensive odor, and can be used at any time with good results, as thousands can testify, among them some of the attaches of this office.—*Spirit of the Times*, May 29, 1886.

—Wife—"What does the sentence 'It goes without saying' mean, dear?" Husband—"I know what it doesn't mean." Wife—"What, dear?" Husband—"A woman's tongue."—*Washington Critic.*

ADVICE TO MOTHERS.—*Mrs. Winslow's Soothing Syrup* should always be used when children are cutting teeth. It relieves the little sufferer at once; it produces natural, quiet sleep by relieving the child from pain, and the little cherub awakes as "bright as a button." It is very pleasant to taste. It soothes the child, softens the gums, allays the pain, relieves wind, regulates the bowels, and is the best known remedy for diarrhœa, whether arising from teething or other causes. 25 cents a bottle.

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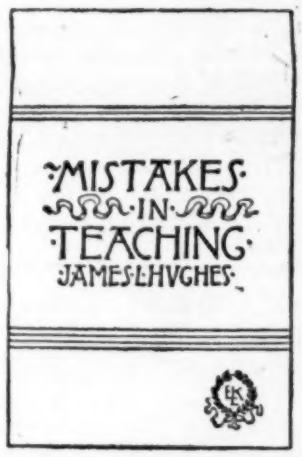

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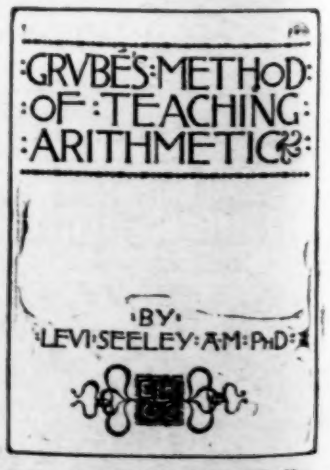

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THE MAGAZINES.

—The June number of *The Century* opens with the second of Mr. Kennan's illustrated articles, this one being on "Plains and Prisons of Western Siberia." The frontispiece of the magazine shows an exile party on a muddy road near Tiumen. The Lincoln history in this number contains chapters on "The Advance," "Bull Run," "Frémont," and "Military Emancipation." A striking point in this installment is the account of Lincoln's reception of the news of Bull Run. The authors give a remarkable letter written by Horace Greeley after the battle, before the battle Mr. Greeley having urged that the armies should be ordered "Forward to Richmond! Forward to Richmond!" In this letter, dated July 29th, midnight, Mr. Greely says to Mr. Lincoln: "You are not considered a great man, and I am a hopelessly broken one." The last of the present series of illustrated Western articles by Mr. Roosevelt is entitled "The Ranchman's Rifle on Craig and Prairie." Mr. Burroughs has an appreciative article on "Matthew Arnold's Criticism," and Mrs. van Rensselaer points out some of the errors into which Mr. Arnold fell in discussing American art. Professor Atwater's food article this month discusses "What We Should Eat." The fiction of the number includes some interesting chapters of Dr. Eggleston's novel, "The Greysons," accompained by a picture by Miss Eggleston. The concluding portion of Henry James's "The Liar" is given. There is an article by Mr. Cheney on bird songs; there is also a group of poems entitled "Kansas Bird-Songs," by Miss Amanda T. Jones. There are poems by Charles Edwin Markham, Louise Chandler Moulton, Julian Hawthorn, Frances Louisa Bushnell, Charles G. D. Roberts, Thomas Wentworth Higginson, Mrs. Annie Fields, and Philip Bourke Marston. The "Open Letters" have to do with educational and other subjects. The *Century* has of late been constantly dealing with educational topics.

—*The Chautauquan* for June presents the following attractive table of contents: "Eye and Light," by C. Fred. Pollock, M.D., F.R.S.E., F.R.C.S.E.; "Archery, Tennis, and Croquet," by Maurice Thompson; "Literatures of the Far East," by Justin A. Smith, D.D.; "Sunday Readings"; "Life and Manners," by the Rev. Lyman Abbott, D.D; "Flowerless Plants," by Byron D. Halstead, Sc.D.; "State Interference," by Edmund J. James, Ph.D.; "June in an Old Orchard," by Olive Thorne Miller; "Thaddeus Stevens," by James Parton; "The International Council of Women," by Frank G. Carpenter; "Village Parks and Gardens," by Roger Riordan; "Canton on the Pearl River," by Bishop H. W. Warren, LL.D.; "The Origin and Significance of our Names," by Prof. Nathaniel H. Egleston; "The Philippine Islands," by C. De Varigny; "How to Reform Wayward Boys," by B. K. Peirce, D.D.; "Current Italian Literature," by Federico Garlanda, Ph.D.; besides the usual editorials, and the departments of especial interest to students of the Chautauqua Literary and Scientific Circle. Meadville, Pa.: T. L. Flood. Annual subscription, $1.50.

—The opening article in the *Woman's World* for June is on "The Uses of a Drawing Room," which uses are interpreted not to be for the entertainment of the rich and great, but for the occasional entertainment of the working people, who are unfamiliar with tasteful homes, and to whom a compliment of this kind is a never-to-be-forgotten pleasure. Violet Fane follows this with "The Records of a Fallen Dynasty," giving interesting anecdotes in connection with Prince Charles Edward Stuart, they being fully illustrated from old paintings. Dublin Castle is described, and a beautiful place it must have been before its glory departed. An interesting paper is on "Modern Greek Poets," with portraits of the more important. But one is astonished to see them dressed in the ordinary costume of the day, Rhigas being the only one whose dress suggests the ancient Greek. "St. George the Chevalier," is a contribution from the pen of the late Dr. Anna Kingsford. Mrs. Johnstone's paper on "Fashions" brings the number to a close, and is as usual full of valuable suggestive hints. New York: Cassell & Co. Subscription price, $3.50 a year.

—*Scribner's Magazine* for June has for a frontispiece "The Last Span—Ready to Join," from a drawing by A. B. Frost. Among the attractive features is the beginning of the very important series on the Building and Management of Railways, for which preparations have been long making. The number also contains "A London Life," by Henry James; "Corydon—a Pastoral," by Thomas Bailey Aldrich; "The Story of a Sand-Pile," by G. Stanley Hall; "Sir Launcelot," by L. Frank Tooker; "Hospital Life," by A. B. Ward; "The Comforter," by Julia C. R. Dorr; "First Harvests" (continued), by F. J. Stimson; "Despondency," by A. Lampman; "The Torch-Race," by Helen Gray Cone, illustrated; "Cardinal Newman," by Augustine Birrell, with two portraits; "An Evening Fantasy," by William A. Leahy; "Lalor Abboo Singh," by George H. Jessop; "Some Gentlemen in Fiction," by Robert Louis Stevenson. Price, $3.00 a year; single numbers, 25 cents. New York: Charles Scribner's Sons.

—The June *Treasury* is an excellent number of this valuable religious monthly. The leading article is devoted to a sketch of the young preacher, Rev. John Rhey Thompson, and a view of the church in which he ministers. A summer sermon on "The Angels of the Grass," will attract attention. "What Romanism Is," by Dr. Kellogg, ought to be well considered by all. "Helps toward Participation in the Prayer-Meeting," by Rev. S. W. Adriance, will prove helpful to many, as will "Light on the International Lessons," by Dr. Moment. Every department is full. The editorials deserve special mention: "On Ethical Revival," "The Ozone of Morality," "Moral Flabbiness," "Forging God's Signature," "The American Pastor." Yearly, $2.50; clergymen, $2.00; single copies, 25 cents. New York: E. B Treat.

—An interesting article in *The Quiver* for June gives an account of the work done by John Wesley in Seven Dials, a notorious district in London. Dr. Cunningham Geikie's work in the Holy Land is also described, and there is a likeness of this learned traveler. The number contains more than its usual amount of poetry and a number of short stories, besides serials. New York: Cassell & Co.

MAGAZINES RECEIVED.

The Forum, for June; terms, $5.00 a year. New York: The Forum Publishing Co.

Vick's Illustrated Magazine, for June. Rochester, N. Y.: James Vick.

The Woman's World, for June; terms, $3.50 a year. New York: Cassell & Co.

The Century, for June; terms, $4.00 a year. New York: The Century Co.

The Homiletic Review, for June; terms, $2.50 a year. New York: Funk & Wagnalls

Wide Awake, for June; terms, $2.40 a year. Boston: D. Lothrop Co.

The Pansy, for June; terms, $1.00 a year. Boston: D. Lothrop Co.

St. Nicholas, for June; terms, $3.00 a year. New York: The Century Co.

The Unitarian Review, for June; terms, $3.00 a year. Boston: 141 Franklin Street.

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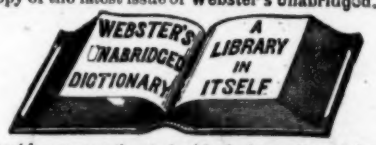

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